

METHOD

THE

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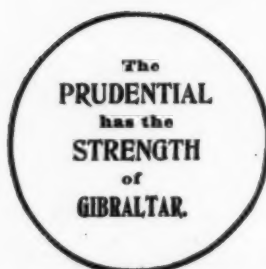
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## The Act of Teaching.

By Head Professor John M. Coulter, Chicago University.

Perhaps the most difficult work of the teacher is to appreciate the exact mental condition of the pupil in reference to any subject. Unless there is complete adaptation in this regard the contact is a failure, leading to mutual disgust and distrust.

It has been my good fortune to witness a large amount of teaching in all grades, and the impression left upon me has been one of astonishing lack of simplicity and directness in the presentation of subjects, resulting in utter confusion. My own conclusion has been that this indicates either ignorance of the subject, or lack of teaching ability, or a wooden application of some pedagogical refinement which has been learned somewhere, and which is either not worth applying in any case, or is woefully misplaced. Hardly can there be imagined a worse combination than wooden teaching by one ignorant of the subject.

In a great mass of teaching, instead of using clear expression and a direct presentation, the effort seems to be to use most unusual phrases, as far from an ordinary vocabulary as possible, and to approach the subject in such a devious way that its significance is in danger of being missed. The philosophy of teaching is well enough as a background, but philosophical teaching is usually out of place. To inject the abstractions and phrase-making of normal training into the school room is to dismiss clearness and all intellectual contact with pupils.

This is no criticism of pedagogical training, for I would be the last to suggest that any profession should be attempted without professional training, but it is a criticism of those teachers who do not know how to apply their training and follow what they regard to be rules, rather than principles. Probably the greatest factor in this result is the fact that far too many teachers have learned the form of teaching merely, and have strangely neglected to gain some knowledge of the subject-matter to be taught. With them it is form without substance, and what else are they equipped to do but to go slavishly through the motions of teaching? There is no flexibility, no power of adaptation, no ability to depart from a fixed routine, and hence no adjustment to the very diverse mental conditions they must meet and are expected

to stimulate. Necessary flexibility in method is impossible without a broad grasp of the subject to be presented.

It should be unnecessary soberly to state that methods of presentation amount to nothing without something to present, but the schools seem to need the statement. The amount of meaningless drudgery that this senseless formalism has forced upon pupils has long been recognized by parents, whose indignation occasionally breaks out in condemnation of the schools as places where method has run to seed. It is very fortunate that the human mind is so tough a structure that it will develop in spite of teachers, and all of our educational experiments have not succeeded in sensibly stunting it.

I have about concluded that the great problem in the act of teaching is not how to impart instruction, but how to oppose the fewest obstacles to mental development. The human mind has a mighty way of overcoming obstacles, but, as teachers, we have no right to attempt to make them insurmountable. I have almost cried out in indignation when witnessing some pupil whose quick mind has discovered short cuts to results, ruthlessly forced upon the procrustean bed of method by some teacher who knows only one way. It is such things that bring the profession into deserved contempt, as one that has not yet emerged from blind empiricism.

The necessary combination of knowledge of the subject with knowledge of methods needs further emphasis and application. It is often supposed that the lower the grade or the more elementary the subject, the less the need of a knowledge of the subject on the part of the teacher. There can be no greater mistake if successful teaching is the end in view. In no part of educational work is flexibility in presentation and in material so necessary as at its very beginning. Truth is many-sided, and it is always a question as to which side shall be presented. The teacher who only knows one side is hopelessly lost, and hence becomes dogmatic and useless. For instance, I know of no science teaching that demands a broader grasp of the subject-matter, and a more facile adaptation of material to purpose, than "nature study" in the lower grades. So long as it is committed to teachers with no scientific training, I predict that it will be a failure. It is in danger of being worse than a failure, for to atone for lack of scientific knowledge teachers are apt to have recourse to popular books upon science, full of sensational and claptrap statements, and actually mislead those whom they are guiding.

To escape from the bondage of the book, to see with our own eyes, to handle with our own hands, to judge for ourselves, cannot be brought about by the retailing of romances. Even if the teacher has enough

of the scientific spirit, to say nothing of sufficient knowledge, to discard the romances, the overwhelming danger is that the pupil will be set at dead work, which, when done, leads to nothing. Observation merely for the sake of observation is cruel, when the world is full of important things to be observed.

But how can a teacher select the important things and discard the trifling things without some fundamental knowledge of the subject? The whole race of man is peculiarly open to humbugging in the guise of science, and this will be intensified if school children are to be humbugged by their teachers. I have used as an illustration a subject with which I happen to be familiar, but fancy that is but an illustration of all the rest.

Not to prolong the discussion of this particular problem, it is my desire to impress the fact that the act of teaching demands a knowledge of subjects as well as of methods, that there may be the greatest amount of flexibility in presentation; it demands simple language and a very direct style; entire suppression of the philosophy of a subject until there are facts enough upon which to found a little simple philosophy; complete abolition of all pedagogical cant; and a reverence for truth that will not permit it to be trifled with in order to arouse a factitious interest.

From the "University Record."

### Intellectual Waste.

By JOHN DAVIDSON, M. A., High School, Stranraer, Scotland.

That the increasing complexity of our educational system is contributing to smoother working is at least doubtful. That the product which the educational mill is intended to turn out is being actually realized is also doubtful. And yet, what with palatial buildings, large and well-trained staffs, school boards, county superintendents, inspectors, educational codes, *et hoc genus omne*, the superficial observer may be pardoned for thinking that a finished product—a truly educated boy or girl—ought to be forthcoming. Amongst thinking people, however, outside the charmed circle of pedagogy, there is a feeling of dissatisfaction—a more or less intelligible consciousness that all is not right with the education of our public school children.

The *Times*, voices this dissatisfaction, and reflects the opinion of not an unimportant section of people when it declares that "the average school boy has to forget most of what he has learned, or to re-learn it in new forms and relations." This is a serious charge. We have heard it before. It is the opinion of the man in the street expressed epigrammatically. And the indictment is serious just because it is that of the man in the street. Who better than he knows what it is to live, and what is education but a training for living? But the testimony of the man in the street does not stand alone. Examine the reports of superintendents and you will find more than one wail over the profitless energy and the wasted time of our public school children. One inspector virtually says that in many cases the results of a study of history and geography are almost *nil*; another, that a

former year's work in these subjects, and especially in history, disappears, whilst no training seems to have been got through the temporary acquisition. Similar though less severe complaints are made in regard to other branches of instruction. Although it would be illogical from one or two particular subjects to make any generalization in regard to each and every subject taught in school, yet such a criticism, coming from those who, on the whole, are well fitted to sympathetically appraise the value of the work in school, cannot fail to make even the most optimistic teacher pause and ask whether, after all, the man in the street is not partly right.

In wholesale condemnation there is always an element of exaggeration. Without, therefore, going the whole way with our critic, the *Times*, every honest teacher will admit, that intellectual waste is going on apace in our schools. Not that there is no progress of a kind, but that such progress is made at a considerable sacrifice. To tell truth, who knows better than the teacher of the existence of the useless grind and its resultant waste? Does it not lie with him, then, to stay this waste? Not altogether; he is part of a system. But more, one and all of us are so intent on the false show of the examination result that neither the prayers of the central figure in the show nor of his champions are heard. Is it sufficient that that delicate instrument—a child's mind—should contribute to the senseless glorification of a school or the pacification of the almighty taxpayer? What matters it, then, should the instrument be wasted or even destroyed in the process? The end justifies the means, forsooth!

The pessimistic teacher looks upon the mental waste which he sees all around him as the inevitable result of the system under which he works. But no true teacher can be a pessimist in anything but theory. His life work demands that he should work and hope for the best even whilst oppressed with a sense of the worst. Still, intellectual pessimism is of service; it is the best antidote to the fatal optimism that is so apt to be fostered by the dazzle of the latter day examination result. It compels us to give heed to the vicious points in our method of educating, and the practical result, as far as the teacher is concerned, is an endeavor on his part to rise superior to the system that entralls him.

Of intellectual waste, as of any other kind of waste, there are two kinds—productive and unproductive. The acquisition of former knowledge that has now disappeared from the mental consciousness has certainly proved unproductive, if the mind received no training in the acquisition. This is waste with nothing to show for it. But there is the unavoidable waste involved in the disappearance of formerly acquired knowledge whose acquisition resulted in a certain development of the mental powers. Here there is a loss and gain, the latter often far transcending the former. In a utilitarian age, when every bit of knowledge is apt to be judged from a one-sided utilitarian point of view, this latter kind of waste is often confounded with the former. It is the unproductive waste which concerns us.

The testimony of inspectors will doubtless be cor-

roborated by that of the observant teacher, that the study of some subjects entails a greater amount of waste than that of others. Such subjects as history and geography have acquired bad prominence in this respect. Important as history is, from the point of view of future citizenship, to the average pupil of the elementary school, yet inspector and teacher alike seem to view the subject with despair. As *deus ex machina*, it is either expelled the curriculum of the elementary school, or (perhaps by way of a conscience-salve) relegated to the oft nondescript position of a reading lesson. The question is thus suggested: Are there certain subjects of school instruction of such a nature that the attempt to teach them only results in waste unproductive? Or is the waste wholly or partly the outcome of wrong method in teaching those subjects? The case of history would seem to favor the former alternative. But what does the now historical cry of the inherent difficulty of the subject amount to? It will be granted that in general any subject of study is difficult or easy, according to the way in which it is approached. A glance through the ordinary historical text-book shows the method by which the pupil is introduced to a knowledge of history. It is questionable if there is at present in the educational market a single historical manual that deviates from the orthodox plan of treating the subject "from the beginning." In general, the pupil is led through a series of facts whose sole connection is often merely chronological. He leaps from one isolated foothold of fact to another, finding neither rest nor satisfaction in any. And even in the case of those text-books that aim at giving a connected account of the life of the people in its various aspects, the same method of going forward is followed.

To the average child the study of history, as indeed that of any other subject, after this fashion, is uninteresting. His mind refuses to go forward willingly in this will-o'-the-wisp chase after effects. Even if you lead him along a line of the most perfect synthesis, his mind, unless analytically employed at each step of the synthesis, does not follow with a full interest. You have robbed him of the motive for effort—the desire to find the cause of an effect, not the effect of a cause. He is not so much concerned with what this will do as with what caused this, not so much with *how* as with *what*, not so much with *synthesis* as with *analysis*.

Never was a truer educational dictum proclaimed than the Herbartian maxim that the substitution of any other motive for effort other than interest in the subject injures the character of the child. And what is this but another way of saying that there is no real education where interest in the subject is not the motive of the mental effort? To secure this Herbartian interest the learner must be led along that analytical path which the pupil himself unconsciously points out at the birth of thought. It is, alas, too true that the little would-be analyst can be brought to submit quietly, and blindly, to the bondage of the synthetical leading string, lured on, it may be, by the poor hope that he will ultimately reach some light. Childhood is the period of faith. Yes, but a more

rational faith than oft attends the child in later school life.

That psychology is not yet dead that makes much of the child memory, and little of the child intelligence. It is psychology of the study, not a psychology of the class-room. It is partly owing to it, that the child of our lower standards is cursed with an *olla podrida* of meaningless facts. And yet in reality, he is an embryo discoverer, unconsciously working analytically, and demanding analytical explanations of things.—"Educational News," England.

## Which Method in Reading?

By Adelaide V. Finch, Principal of the Training School at Lewiston, Me.

There are methods galore in teaching any subject, but especially so in regard to teaching reading. So many are there, in fact, that the young graduate, unless her "bump of commonsense" be large, sometimes knows not where she stands, and wonders "if there is any right method, after all." In one educational paper she reads, "By all means, try the x—method of teaching reading. Never before in the history of education has such a pedagogically sound method been placed before the teachers of America." In another column she reads a contribution by Miss Z., a well-known and highly respected teacher. Miss Z. opens the article by saying, "The results gained last year by using phonic method far exceed my expectations and I believe I have therefore been blind in not seeing that my pupils should be made to help themselves in their reading."

In the same paper, perhaps, is a well written article by Prof. A., saying that the phonic method is pedagogically unsound, giving plausible reasons for his statement, and so it goes on!

But, after all has been said, and the different methods well aired, the wise teacher will select the best from all methods and create a method of her own—a method full of life and enthusiasm, and love for the little folks. If she believes the word method the best with which to begin, she will use it; if some other appeals to her, she will use that; if a little later she finds the need of some phonic work, she will introduce that also. And no mistake will be made, for the method—whether it be the best from all, or some special one—which the teacher honestly believes in, intelligently understands, enthusiastically uses, and vigorously champions, will be the right one for her to use.

But, let me whisper my word in your ear, and you may take the advice or not, as you think best. Personally, I believe that in the primary grades, all new words should be taught during a special word lesson period, and before the time of the regular reading lesson of the day, so that all these new words will be thoroughly known as to form, meaning, and sound by the time the reading lesson takes place. Then there will be no stumbling over the mechanical difficulties of the lesson, but the attention can be concentrated upon the thought of the lesson, for *reading is the getting of thought*.



# THE SCHOOL ROOM

## Autumn Color Study.

The idea is very general that the reason why leaves turn red and brown in the fall is that they have been touched by frost. This is a mistake, for they would turn just the same if there were no frosts at all, other conditions remaining unchanged. The green matter in the tissue of the leaf is composed of two colors red and blue. In the autumn, the sap stops flowing in the tree, and its natural growth ceases. The leaf tissue become oxidized; that is, unites with the oxygen of the air, this oxidation causing the change of color. Under certain conditions, the leaf becomes red; under other conditions, yellow or brown. The difference is due to the various combinations of the materials making the green tissue, and also to the varying conditions of climate and soil, and the degree of exposure to which the tree is subjected. A dry, cold climate produces more brilliant foliage than one that is damp and warm. For this reason the foliage in mountain regions is more gorgeous than that nearer the sea.

The changes in color of the leaves of various trees is a very interesting and valuable study for children. The leaves of which trees turn yellow, then brown? Which ones turn bright red? What leaves turn a dark red? If their attention is called to this color study, pupils will enjoy watching the various changes, and there is no more helpful aid in training to close observation in all nature study. How little these color changes are noticed by people generally is shown by the following incident:

Several years ago, in a company of some twenty people, the question was asked whether the leaves on maple trees turned first red, then yellow, then brown, or whether the leaves of some trees turned red, and those on others, brown. Although there were several college professors, and the company was an unusually intellectual one, not a person present had ever noticed the maple trees, with which the streets of the New England town were shaded, carefully enough to know how they do turn. Since then, several of the company have been noticing, and they have found that some maple trees turn—but never mind, let pupils find this out, if they can.—Paisilla.

### Talking in Their Sleep.

"You think I am dead,"  
The apple-tree said,  
"Because I have never a leaf to show,  
Because I stoop,  
And my branches droop,  
And the dull, gray mosses over me grow!  
But I'm alive in trunk and shoot;  
The buds of next May  
I fold away,  
But I pity the withered grass at my root."

"You think I am dead,"  
The quick grass said,  
"Because I have parted with stem and blade!  
But under the ground  
I am safe and sound,  
With the snow's thick blanket over me laid,  
I'm all alive and ready to shoot,  
Should the spring of the year  
Come dancing here;  
But I pity the flower without branch or root."

"You think I am dead,"  
A soft voice said,  
"Because not a branch or root I own!  
I never have died,  
But close I hide  
In a plummy seed that the wind has sown,  
Patient I wait through the long winter hours;  
You will see me again—  
I shall laugh at you then  
Out of the eyes of a hundred flowers."  
—Edith M. Thomas in Boston "Journal."

## Life in an Ant Colony.

By Eleanor Root, Boston.

Nothing is more interesting than to watch a colony of ants. Among them we find soldiers, carpenters, purveyors or those who get food for the people, children and their parents, and nurses.

Some of the colonies are made up of two kinds of ants, the masters and the slaves. It is the slaves who do all the work, and the masters or warriors whose business it is to go against smaller and weaker tribes and carry them off as new slaves.

Pierre Huber, the son of a man who found out so much about bees, was the first one to discover this. He watched a long file of big red ants sally forth against an ant hill of small black ants. After a hard fight in which a few escaped carrying with them their young, the warriors departed bearing off the children of those who had just been vanquished. And when they came in sight of home, they were met by their slaves, who welcomed them and their new victims.

The effect of slavery upon the masters is far worse than upon the slaves. They are rendered by it unable even to feed themselves. This has been proved by separating them from their slaves. Then, although food was placed before them, they seemed not to know enough to eat, and soon died of starvation. In another case a little slave was put with them just as they were about to die. Instantly every thing was changed. It fed the great lazy things and restored them to life. Thus it seems that the slaves are far more intelligent than their masters. Indeed in many ways they are the masters, for it is they who decide when it is best for the warriors to go out of the city, and they who stand at the gates and drive them back if they return from an excursion without spoils. All this seems hard to believe; but wise men who have given their lives to the study of insects have observed it again and again.

### ANTS AS EDUCATORS.

One of the most interesting things about ants is the tender care they take of their young. First the nurses watch the little eggs day and night, supplying them with nourishing substance from their mouths, and "seated upon their hind legs look like little black, motionless, upright fairies," holding themselves in readiness to help the baby ants get free from their husky coverings at the proper time.

After this they attend to the wants of their growing charges untiringly. They carry them out into the sun when it is cool, and place them in the sun where they can get the most air when it is hot. They teach them to talk with their tiny antennæ, and to work,—and even punish them when necessary.

### ANTS KEEP COWS.

Another interesting thing about ants is the fact that some of them keep herds of cows. In Mexico and a few other countries they make a sort of honey from the food which they gather. This serves them as a drink. In this country, however, they do not seem able to do this. But there is a certain little grub which is covered with a sweetish substance of which they are very fond, and this substance fills the place to them that milk does us. So it is that we say, "Ants keep cows."

Sometimes the grubs are taken into the ant hills, and sometimes, when they are at some distance from it, they are enclosed in a "pasture" by having a fence thrown up about them by their keepers. In all cases they have the very best of care, being fed upon the vegetables of which they are most fond and which best agree with them.

Will you not feel more interest in ants after knowing these wonderful things that have been found out about them, and will you not want to watch them for yourselves?

# The Bee and Her Workshop.

By Janet Elmwood, New Hampshire.



NE morning last spring a neighbor sent word that some of his bees were swarming, and if we wanted to see how they started housekeeping we might go over. When we reached the orchard, under whose trees the bee hives were kept, we found that the owner had placed a long board upon two barrels standing some six feet apart, had spread a sheet over the board, and at one end had set an empty hive. At first we saw no bees, but when our attention was called to the fact, we noticed on the limb of an evergreen, directly above the board a black and yellow mass of the insects motionless, save that occasionally a single one flew from the limb, burred about aimlessly for a minute, and then settled back again among the rest.

The bee owner wore gloves, and had a veil hanging from his hat. Thus protected, he approached the tree very quietly, that he might not disturb the bees, sawed the limb from the tree, bees and all, and let it drop gently to the board. As the limb fell, many of the bees flew a little distance away, as if frightened; but as they are always attracted by anything white they all finally lighted on the sheet. How they discovered the hive and its suitability for a home we could not tell, but in a very short time more and more of them were flying in and out of the tiny entrance, and soon the family of young bees for whom there was no room in the parent hive were apparently as contented as if they had lived in that very hive all their days.



D. one.



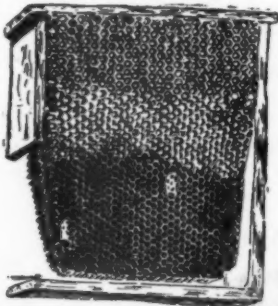
Worker.



Queen.



Worker.

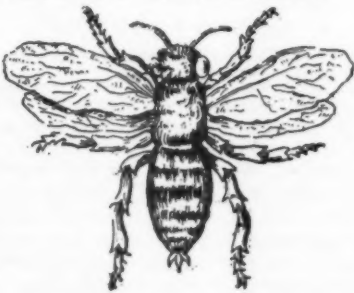


Queen Cell.

Honeycomb: upper cells are breeding cells, lower cells are empty; between them are the honey cells; the two large cells are queen bee cells.

## DRONES AND WORKERS AND THEIR QUEEN.

We speak of the bee and her workshop because only about one-seventh of the bees in a hive are males, and these do no work at all. There are three kinds of bees in every hive: the males or drones, the workers, and the queens.



Drone.

The drones are the largest, and they have no sting. Of the working bees there are two classes: the nurse bees, who care

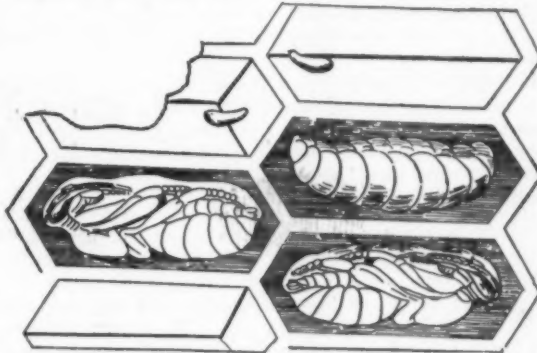
for the young, and the wax-workers, who build the comb and gather honey.

There is usually one queen in each hive, with about ten thousand workers. If, after swarming, there are more than one queen, these fight with their stings until only one remains alive. The queen lays all the eggs. Beginning in the spring or early summer, she lays from one to two thousand eggs a day, depositing first those from which the workers are produced, then others in special cells for drones and queens.

## DEVELOPMENT OF THE BEE.

There is no apparent difference between the eggs for producing a worker for a queen, the modification being probably brought about by the nature of the cell and the character of the food. After the eggs have been placed in the cells it requires about twenty-two days for the worker to come out a perfect insect, twenty-five days for the drone and sixteen days for the queen.

The egg is soft and smooth, and is fastened by one end to the bottom of the cell so that it appears to be suspended in the



Breeding cells containing eggs (two upper cells), larva, chrysalis (two lower cells).

air. It develops first into a larva, which has two eyes and a mouth somewhat like that of a caterpillar.

The larva is fed for a week by the workers and then, a wax cover being placed over the cell, it remains there in a pupal state for another ten days, when it breaks the wax cover, emerging a full grown bee.

## STRUCTURE OF THE BEE.

The body of the bee, which is covered with short hairs, is made up of three parts, the head, the chest, and the abdomen or stomach.

In the tail is the sting, consisting of a sheath, in which are two barbs, one longer than the other. In using the weapon, the sheath is first thrust into the flesh of the victim, then the long dart, and afterward the shorter one, poison being poured into the wound.

The legs are furnished each with a hollow like a basket, around which there are strong hairs like bristles, so that the pollen, which the bee mixes with honey to make "bee bread," can be carried in these without falling out.

The bee has teeth, which are useful in making wax, and a tongue, which can be flattened like a shovel or sharpened like a needle.



Bee gathering honey.

## THE BEE'S HARVESTING.

Three substances are gathered by the bees: propolis, a kind of reddish gum, used to stop any crevices in the hive, as well as to line the cells of the honeycomb; bee bread, which is a fine powder taken from various flowers and kneaded with honey, into round balls, a part of which is fed to the young bees, the remainder being stored in comb for winter use.

The honeycomb is constructed in a wonderful manner. A bee hangs by her claws from the roof of the hive, another bee clinging to her in the same way, then others similarly arranged, forming a successive line. In this position they work, producing the wax from their own bodies. The cells are hexagonal in shape, and when filled with honey, they are sealed with a thin layer of wax, none of their contents being touched until needed during the winter.

## IN THE WORKSHOP.

A bee hive may well be called a workshop, for it is a very busy place indeed. The hive must be kept clean, and dead bees must be taken out; comb must be made, and honey gathered; the young bees and the queen must be fed and cared for, and any worms or insects finding their way into the hive must be destroyed.

If the hive is too warm for the young it must be cooled. To do this, a number of bees stand side by side near the entrance, with other rows behind these, and fan the air with their wings. If the hive is too cold for the little ones, more bees remain at home to add to the warmth.

## ONE FAMILY IN EACH HIVE.

All the bees of a hive know each other, and those of the same family never quarrel; still, it is difficult to tell whether they really care for each other or not. Sometimes the bees of one hive will attack those of another, and then they fight until one or the other is conquered. The victors take away the honey from the other hive, leaving the owners to starve, or else they carry them back to their own hive.

Many valuable lessons are taught by the bees. They are models of cleanliness; they are very peaceful, as well as industrious; loyal, and fond of their homes.



## Queen Bees, Workers, and Drones.

HOW THEY ARE DISTINGUISHED, DIVISION OF LABOR, REARING OF THE YOUNG.

(Material for lessons in Intermediate and Advanced Classes)

By Frank O. Payne, Long Island.

No theme of nature study possesses greater charm than the bee. Much has been written about bees and bee culture. From the remotest antiquity bees have been raised by mankind, and the bee has stood in all ages as a synonym for thrift and industry.

A hive of bees consists of three distinct classes of individuals. These are:

1. "Queens," or fertile females, there being only one queen in each hive.
2. "Workers," or sterile females, forming the bulk of the community.
3. The "drones," or males, which are only produced at certain times of the year.

## THE QUEEN.

The queen bee may be told by her body, which is longer than the body of a worker. Her wings are shorter in proportion, and they cover only half of the body.

Her work is laying eggs. Hence, she has no palettes or brushes for carrying pollen.

As ruler of the hive, she is exempted of all work. She also has an escort or guard. This escort behaves in a very peculiar manner. They are almost always in the queen's company. They brush her; they lick her; they present her with honey. This they do in a very interesting way. Each worker has a long tongue, to be described later. The workers thrust out their tongues, covered with honey, for the queen to eat. She eats the honey offered by her attendants. These attendants save her every kind of fatigue.

Each hive contains only one queen, and she is absolute sovereign of from ten thousand to twenty thousand bees. All obey the queen.

## WORKERS.

Workers are small in size, and of a dull, reddish color. Their wings entirely cover the body.

The worker has a number of tools for performing its work. These tools are its three pairs of legs (called pro-legs, mezza-legs, and meta-legs). The hindmost legs (meta-legs) are the largest, and they are longer than the other pairs. On the hind leg is a triangular depression, and all around this are stiff hairs. This is called a palette, and it forms a sort of basket, in which the worker carries pollen. The broadest part of the leg articulates with the tarsus, so as to fold back like a pair of tiny pincers, and these pincers are doubtless of some use to the bee in its work.



Left meta-leg of worker.

The legs of all insects are divided into three parts, i. e., femur or first joint, tibia or second joint, and tarsus or third joint. In order to indicate which joint is meant we usually prefix pro, mezza, and meta for first, second, or last legs as pro-femur, mezza-femur, meta-femur. Where the broadest part of the meta-tibia is jointed to the meta-tarsus there is a square surface covered with hairs. This is called the brush, and is used for brushing pollen from the bee's body.

The leg is terminated by four small joints, the last one being armed with hooks.

The head of a bee is large and hemispherical in shape. The eyes are rather large. They are compound and lustrous in the sunlight. The antennae are short, curved, and obscurely jointed. The mouth opens sideways by means of a pair of mandibles, which close it from the sides.

The trunk or proboscis is a sort of tongue. It is tubular and flexible, and is covered with tiny hairs. In eating, the mandibles seize all hard matters, but the tongue collects all liquid foods from the petals and nectaries of flowers. The tongue is used to suck, lick, and pump honey from flowers. It is used also in gathering pollen. It may be extended or contracted, and drawn in almost out of sight.



1. Sting: (a) barb, (b) movable flaps of sheath, (c) bundle of muscles, (d) venom-bag. 2. Head of Bee: (antenna), (b) mandible or upper jaw, (c) underlip, (d) antenna of mandible, (e) lower jaw, (f) antenna of lower jaw, (g) side flaps of tongue, (h) tongue.

## DRONES.

The male bee, or "drone," is larger than either workers or queen. He is more hairy. When he flies he makes a musical buzzing sound. The male does no work, hence his name, drone, and therefore he has no palettes upon his legs and the hairs on his tarsi are not fitted for gathering pollen. The entire life of the drone is only about three months,—from May to July.

## ACTIONS OF BEES.

I. In gathering honey and pollen:

1. The bee alights upon the flower.



2. It makes for the inside.
3. Thrusts out the tongue and wets it with nectar, then withdraws it and takes this nectar into its mouth.
4. This nectar passes through a duct into the first stomach.
5. On entering the flower, the bee covers itself all over with pollen. Careful observation will often show bees emerging from flowers so covered with dust as to be not easily recognized.
6. The bee then brushes itself all over with its brushes until all the pollen is piled up in the palettes.
7. If anthers are not ripe enough to open the bee will tear them open with her mandibles. This pollen is taken with the pro-legs and passed backward to the mezza-legs. These in turn deposit the pollen in the baskets on the hind legs.
8. Having loaded the thighs with pollen, the worker starts for home.
9. On entering the hive each bee is scrutinized by a sentinel bee and sometimes the worker stops at the hive door and is unloaded by other bees, in order that she may fly back again for more pollen.
10. Others workers bring these loads into the hive.

#### II. INSIDE THE HIVE.

1. The hive is first lined with propolis, a substance gathered from the buds of plants (Huber). It is a viscous gum, similar to wax, and very adherent. This is brought in by bees in the form of tiny balls, which are taken by the inside workers and mixed with saliva until thin enough to spread over cracks and holes. In this way the hive walls are made air-tight.
2. Having thus closed up all openings, they next build their cells. These cells are built of wax, and the wax is obtained from the bodies of the workers themselves. The wax appears in the form of small scales as an excretion from beneath the rings of the worker's abdomen. The scales of wax are plucked off by the workers, and after having been molded into a ball and softened with saliva, are spread out into thin films and are fastened to the ceiling. The workers repeat this process until all the wax is used up. Other bees take these bits of prepared wax and build up the beautiful six-sided prisms.

These are built with wonderful rapidity, 4,000 cells having been made in twenty-four hours.

Three remarkable facts deserve a special mention:

1. Economy of wax.
2. Economy of space.
3. Thickening of rims of cells.

Only sufficient wax is used to make a cell strong enough to hold the honey. The cell walls are rubbed down and thinned so as to save the greatest amount of wax.

The six-sided prism is the strongest and best shape in which cells could be made. There is thus no waste space between the cells.

The edges of cells are reinforced with extra thick layers of wax, so as to render them strong and firm. These facts show a wonderful mathematical instinct in bees. The cells are of three kinds: 1. The common cells. 2. Male cells. 3. Royal cells. These last are larger and have thicker walls than the others.

While bees are busily working, other workers may often be seen bringing them honey, so that they need not suspend labor in order to find something to eat.

#### III. REARING THE YOUNG.

The rearing of the young bees may be divided into the following stages:

1. Preparation of cells (cradles).
2. Queen walks over the cells and lays worker eggs, one in each cell, and fastens it with mucilage to the center of each cell.

These eggs are oblong, and of a bluish-white color. The queen lays 200 a day, or about 1,200 in two months.

After this she lays from 1,500 to 3,000 male eggs.

3. Then workers prepare the royal cells. In these are to be deposited the eggs which are to produce queens. The queen lays one egg every two or three days. This is so that the young queens may not hatch at one time. This prevents wars.

4. After a short time the eggs hatch into grubs or larvæ. They are fed by workers called nurses. The paps consist of pollen, which has been especially prepared by the bees. After

five days these larvæ spin a silky cocoon, and in seven or eight days they moult and become perfect insects.

Other bees tend the young bee and feed and assist it until it is strong enough to shift for itself. If a worker, it soon goes to work for itself, and soon cannot be distinguished from the other workers.

Larvæ of queens are treated quite differently. Cells are being constantly enlarged as larvæ grow.

Food of queens is of a different kind, being heavier and sweeter.

If a queen dies a grub less than three days old is taken and fed on royal food. The cell in which such grub is placed is at once enlarged to the proportions of a royal cell. Thus the worker may become a queen.

#### IV. SWARMING.

From time to time the hive becomes so overcrowded that it becomes necessary for part of the population to go away. This exodus is called swarming. There are several signs known to the bee-keeper by which he may know that his bees are about to swarm. Some of these signs are:

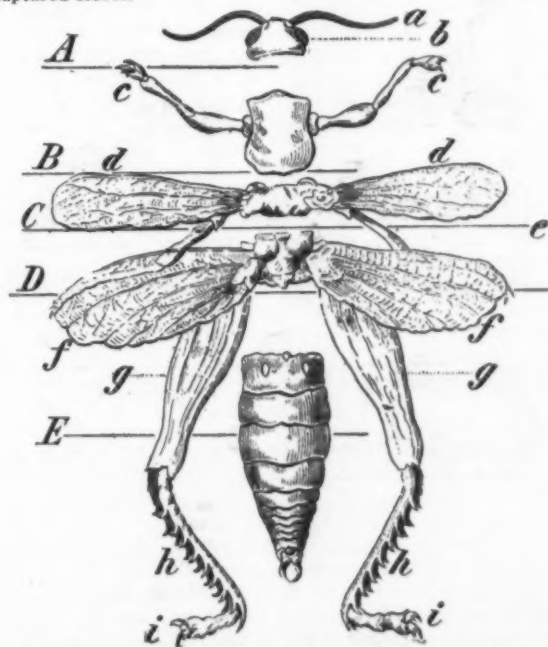
1. The males appear outside the hive.
2. Many bees may be seen in crowds outside clustering around the hive entrance. This is due to the overcrowded condition inside.
3. A peculiar humming is heard. Some claim that this peculiar humming is made by the young queen, who is begging the old queen to be permitted to lead out a swarm. Others declare that it is the old queen who is calling on her subjects to follow her.
4. The queen leads out a swarm. This is always on a fine day.
5. They form a cluster often numbering as many as 40,000 and frequently weighing as much as nine pounds.

These swarms may be collected in new hives, and they will soon become perfectly at home there.

Sometimes swarming bees may be seen flying about and refusing to settle in a bunch. Bee keepers then go out and drum on a pan to make a noise. This usually causes the bees to alight.

On hot, sultry days in summer the bees usually collect their greatest harvest of pollen, always laying up abundant stores of food for future needs. When from any cause, bees are deprived of a good supply of food, hunger sometimes drives them to make war upon other hives.

Such wars are very fierce, and if the hungry bees are successful, they take possession of the hive and live upon the captured stores.



11. Skeleton of Bee: A. Head. B. Prothorax. C. Mesothorax. D. Metathorax. E. Abdomen. (a) antennæ, (b) eyes, (c) pro-legs, (d) first pair of wings, (e) mezza-leg, (f) second pair of wings, (g) femur of meta-leg, (h) tibia, (i) tarsus of meta-leg.



9 Digestive apparatus: (a) a true stomach, (b) end of esophagus, (c) honey crop, (d) posterior part of abdomen, (e) lower intestine, (f) intestines.

### Duet.—The Fly and the Bee.

*C. CARA MUGGER.*

*1. Bus, 2. Hum, bus, hum, Quoth the blue fly; Bus, Hum.*

*1. Bus, 2. Hum, bus, hum, bus, hum, bus, hum, Mong To*

*Bus, Hum, bus, hum, bus, hum, Quoth the blue fly, bee, Mong To*

*rip - est fruits and dain - ty sweets, Be - hold how greed - i - ly he ev - ry ho - ned flow'r that blows, We watch how hap - pi - ly he*

*ests, goes, But work he will not do. And works the whole day through.*

### • Busy Bee.

Words and Music by Ione.

*I'm a lit - tle bu - sy bee, Roam - ing in the clo - ver: Here I go,*

*there I go, All the mea - dows o - ver, Don't you hear me sing - ing so,*

*... Sing - ing, sing - ing, sing - ing so, ...*

2 I'm a little busy bee,  
In the meadows roaming,  
All the day, bright and gay,  
Where the flowers are blooming.  
CHORUS—Don't you hear, &c.

3 When the morning dries the dew  
From the morning clover,  
Off I swing, sweet to bring,  
Till the day is over.  
CHORUS—Don't you hear, &c.

## Henry Hudson and the N.W. Passage.

By J. Irving Gorton, Sing Sing.

When, one after another, the host of early explorers who followed Columbus set sail from Europe it was not a new country, but a new sea, of which they were in search.

They hoped to find, amid the islands of the vast archipelago, some outlying portions of which had been discovered by Columbus, a route to India.

Among these explorers, in the year 1609, was Henry Hudson, in the little ship of 80 tons, the *Half-Moon*.

At first Hudson sought for a northeast passage around Norway, but at length he turned to the west, and reaching the American shores about the latitude of Newfoundland, he sailed up and down the coast, exploring inlet after inlet, until he reached the lower bay at the mouth of the Hudson river. Here, on the fourth day of September, he cast anchor, and at once sent out his boats to explore the adjacent waters.

While exploring the Staten Island "Kills" the men were attacked by two canoe-crews of Indians, whose arrows killed one of their number, John Colman, and wounded two others. (They buried him on the beach of Sandy Hook, which they named Colman point. Two of the Indians whom they had captured they dressed in red coats and held as hostages.)

Ten days after entering the bay, they continued on to the northward, and as they ascended the stream, the strong ebb and flow of its tide, and the continued saltness of its waters, seemed to show that this was the long-sought-for passage: and they watched eagerly to see the water beyond spreading out into the great western sea. (At West Point they anchored for the night, and in the next morning's fog the hostage Indians slipped unperceived through a port hole, and escaped to land, calling back to them "in scorn.")

Opposite the Catskills they anchored again. Here they found "very loving people, and very old men," and traded with the Indians for corn, pumpkins, and tobacco.

On September 18th Hudson went on shore near where Hudson city now stands, and visited an old chief who showed him great stores of maize and other provisions, and besought him to stay and feast, and when as the day drew to a close, he insisted on returning to his ship, they thought he was afraid, and breaking their arrows, they threw them into the fire.

Next day the ship lay near the site of Albany, but the boats continued to ascend the stream, to a point a little beyond Waterford, where now stands the little hamlet, *Half-Moon*, named in commemoration of his landing.

Here Hudson gave the natives a feast, the story of which lingered for 200 years in Indian tradition.

But he himself was probably in no jocund mood. The ocean-like saltness of the water, which had so much encouraged him, had long disappeared, the ship had repeatedly grounded on shoals, and now the tide ceased to ebb and flow.

He could no longer doubt that his search for the northwest passage was once more a failure. The prow of his vessel was turned southward, and October 1st, passing the Highlands, he anchored below the Indian village of "Sack-hoes," on whose site Peekskill now stands. While lying in Haverstraw bay, an Indian helped himself to "a pillow, two shirts, and two bandeleers" (a kind of short cutlass), but was shot while trying to get away with them. At Spuyten Duyvil the Indians came out in canoes and attacked the ship, shooting at the occupants with arrows. Six muskets replied, and killed two or three of the Indians. They renewed the attack from a point of land, but "a falcon\* shot killed two of them and the rest fled to the woods: yet they manned another canoe with nine or ten men," through which a falcon shot was sent, killing one of its occupants. Three or four more were killed by the sailors' muskets, and the "Half-Moon" hurried down into the bay "clear of all danger," and so sailed away home to Europe.

(It is curious to note, that in the same summer of 1609, Samuel Champlain, the French governor of Quebec, was making his way southward from the St. Lawrence through the Richelieu river, Lake Champlain, and Lake George, in search of the great South sea. On his way he paused to help an alliance of three tribes of Indians, the Montagnais, the Hurons, and the Algonquins, to fight the enemies, the Iroquois, whom his musket shots put to flight in terror.)

(The furthest point attained by him is said to have been only "about 20 leagues" from that reached by Henry Hudson.)

\*A falcon was a small cannon, carrying a ball from 2 to 4 lbs. weight.

## The Geography of New York State. I.

By W. E. Gordon, Patchogue, L. I.

Having taken an inventory of our stock of geographic knowledge and material, as well as of the knowledge of the pupils, let us, in this paper, first fix upon an outline of what we consider essential for our pupils to know of the geography of our state. Owing to different points of view there will be difference of opinion as to what some of these shall be; but if we can agree upon a few, even, we shall work to better advantage. It seems to me that they should know more or less perfectly the following:

1. The form of the state.
  2. Its political limits or boundaries.
  3. Its natural limits or boundaries.
  4. Its physical features.
  5. Its climate.
  6. Its geographic history—lines of settlement.
  7. Its productions—natural, cultivated, manufactured.
  8. Its commercial advantages and interests.
  9. Its political divisions—counties, towns, cities.
1. Our state is a political unit, having a definite size and shape. Upon a piece of stiff pasteboard draw an outline map of the state and carefully cut it out.
- Fasten to the back of this a strip of cloth in such a way that the hand may slide between it and the pasteboard. This will be a convenient means for holding the map before the class while talking. The pupils must learn, first of all, to recognize this form and give its name.
- If the child lives in the country he can easily be led to see that he might draw the map of his father's farm and cut it out in a similar way, and then name it his father's farm. If he lives in a village or city he may substitute the house-lot or the park for the farm of the country boy.
2. The teacher, or some one of the handy boys, can make a small pasteboard pattern of the state, and each of the pupils can draw from this an outline map; or with a gelatine pad enough copies can be printed in a short time so that each member of the class may have one.
- Ask a few questions like the following: Who owns the farm on the north side of yours? Who owns the farm on the east side? Is there any stream of water on either side of your farm? Is there any pond? Does any stream flow across your farm? Does the land near a stream slope down toward the water so that when it rains the water runs down the slope? When there are two streams near each other do you have to go over a little hill to get from one to the other?
- Tell the children that in the same way as the farm has another farm north, east, south, and west of it, the state has other states. Give their names, and have the children write them in their proper places on the outline map.
3. Give them the names of the waters that touch its borders.
4. After the outline is firmly fixed in mind, and can be fairly drawn, even without a pattern, and the names of the boundaries are learned, take a short time to review what they know about water and land, by calling attention to some stream or pond near by, and getting from them the idea that the land is higher than the water, and that in most places it slopes toward the water, so that when it rains, little streams run toward the creek or pond. With this idea in mind, call attention to the water boundaries of our state, and get the children to see the necessity of slope toward Lake Erie, Niagara river, Lake Ontario, St. Lawrence river, Lake Champlain, and the Atlantic ocean. Now, if the attention is directed toward Lake Ontario, Lake Champlain, and the St. Lawrence river, the children will very easily see that there must be a rise of land between the two lakes, and a slope toward the St. Lawrence. This locates for them the Adirondack mountains. Then if they look from Lake Ontario to the Atlantic ocean, they will see that there must be a rise of land between them. This will locate the Catskill mountains. Call attention to the fact that there are no sheets of water on the south boundary. This will give them the idea of the general rise of land southward from Lake Ontario.

We now have the essential features of the state, and are ready to study its drainage and learn about its rivers and lakes.

## Relief Maps.

By Charles D. Nason, Philadelphia.

Since the advent of the doctrine of sense perception in our educational creed, it has become unnecessary to justify any legitimate form of objective teaching. Geography is a subject where objective teaching can be used to a limited extent, as where the subject is approached from a description of the town and, from this known starting point, proceeds onward and outward to the geography of foreign lands. As soon as the field of study extends beyond the immediately known, maps are necessary; and in the treatment of maps, the diagram of the school yard gives a pleasing and intelligible introduction to the map of the town or of the foreign land. Difficulties are sure to arise, however, in presenting on paper the inequalities of the earth's surface, its plateaux, its mountain chains and river valleys, and it is for the purpose of obviating these difficulties that relief maps are introduced. A miniature hill is more clearly and more easily understood than the conventional sign for a mountain, resembling more a crawling spider than an elevation of land.

There are three convenient kinds of relief maps, putty, sand, and salt. The manipulation of these yielding materials has a charm about it which is recognized in the prevalence of clay modeling, and which will serve to add interest to a process not intrinsically interesting. Besides the mere play element in molding, the making of relief maps taxes the higher powers of mind, as it deals with three dimensions, and the keeping of the same scale throughout presents no small difficulty. One word of caution is necessary. It used to be a matter of wonder with me that the surface of ordinary geographical globes was not raised to represent the mountain chains; but this difficulty was dispelled when one of my teachers tried to make a piece of chalk small enough to represent the highest mountain. The chalk was bisected and bisected, again and again, down to so small a piece that we in our seats were unable to see it, and even then, when placed in our twenty-sixth-inch globe, it would have represented a tremendously high mountain. Relief maps, then, must always have their vertical dimensions greatly exaggerated, and this exaggeration should be clearly understood by the pupil.

A word now about the different kinds of relief maps. The putty map has one great advantage over the others: it is permanent; but because of the greasy nature of the material, it is not a proper substance to place in the hands of children, and practical difficulties may be experienced in keeping the putty to its legitimate uses. Moderately large putty maps, carefully made by the teacher and allowed to harden, will always be found useful and durable. They may be variously painted in oil colors and, when properly preserved, form a valuable part of the school equipment.

The sand, or clay map is easily made by the children. The foundation of the map may be boards of regular size, such as the small molding boards; colored blue, if desired, to represent the sea. The proper sand is the kind used in foundries, which can be had at a very small price. Before working, the sand is moistened, that it may have more coherence. Clay forms a good substitute, having the advantages, but also the disadvantages of putty for class-room work.

Lastly, the salt map. Salt, it seems to me, furnishes the best material for maps made by the children in the school-room. The basis of this form of relief map is the ordinary state on the outline map is drawn. The land is then built up in damp damp salt of coarse grade, and the salt allowed to dry. The result is a hard, white relief, which has around the edges a lighter crust, which the outline map is drawn. The land is then built up in quite realistically the coast lines of the colored maps, or the gradual sinking of the beach below the surface of the ocean.

The relief map furnishes a medium through which the artist in the child may find partial expression, and at the same time it informs the mind through the child's own activity. This bit of school-room work seeks, and needs, no other justification.



## Child Life in Holland.

By Dorothy Wells.



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If it is desired to interest the children in child life in other lands with the aid of dolls dressed in appropriate costume, the doll for the Dutch costume should have light hair that can be braided in two long braids. The skirt should be of red, or



COAST OF HOLLAND—SHOWING DYKES.

flannel, or similar material, reaching about half way between the knee and the ankle. The bodice should be of black; velvet would be prettiest. A cap, similar to the one in the picture worn by the girl who stands holding a water jar in the left hand, could be easily made, and by all means let the doll wear an apron. As the queen of Holland is a young girl, the doll might be named for her, Wilhelmina.

The teacher may introduce the subject in various ways, basing the "preparation" on lessons previously given. The following form has been found appropriate with very little children.

We have a little visitor with us this morning, whose home is far away over the water. She lives in Holland, a country where wide ditches of water canals are used as we use streets, and ships, boats, and rafts are used instead of carriages and carts.

### WINTER SPORTS.

These canals mean all manner of fun for the Dutch children. In the winter time, skating is not only exercise, but the common way of getting about. The children have so much practice that they can skate very fast indeed; in fact, many of the Dutch people can skate much faster than an ordinary railway train can go.

When the ice is strong enough to skate on for the first time in the winter, there is always a holiday. The boys run about the streets shouting for joy. The skaters are dressed in the gayest of costumes, the girls wearing trousers as well as the boys.

The Dutch people begin to skate when they are hardly more than babies, and they keep it up all their lives, until they are greyheaded men and women. When the ice is hard enough, sledges or sleighs begin to appear on the canals, gliding along the ice in a long file, some shaped like shells, some like boats or swans,—all drawn by horses with ornamental feathers and tassels on their heads. At night, these sledges are prettier

still, for they all have torches and thousands of lights can be seen, every evening, twinkling in all directions.

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In summer there are boats of all sizes on the canals, and the children have many good times sailing their little toy boats, or sailing or rowing in the larger ones. Shall I tell you what Dutch ships are like? They have but one mast and they are built broad and stout. They are painted bright green with a stripe of some other gay color, or perhaps of several colors. The deck and mast are varnished and everything about them is just as neat as wax. The cabin windows almost always have white muslin curtains tied with a yellow or crimson ribbon. Many children are born and grow up on these boats, and often they never live anywhere in all their lives except on a boat. They have all their playthings and pets just like other children, and often dogs, cats, and canary birds can be seen on the decks as the boats move up or down the canals.

### ANIMAL PETS.

The Dutch people are very fond of animals, and they make great pets of their cattle. The children often help to wash and comb the cows, for they love them dearly. The favorite bird is the stork, which eats up the toads and frogs so numerous in that damp country. The storks are so tame that they can often be seen walking in the streets, and they frequently build their nests on round pieces of wood fastened to the tops of long poles that are driven into the ground on purpose for them.

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All the Dutch people, young and old, are fond of flowers, and potted plants are always to be found where there is no room for large gardens. The canal boats, farmhouses, and even the tiniest cottages have their little window gardens.

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The Netherlands are gayest at Christmas time. The jewellers' shops, with their glistening rings, necklaces, and bracelets, attract much attention, as do the bright, red apples and hot-house grapes in the fruit shops. The flower shops show the roses, that are all the prettier for their rarity at this time of the year, while the toy shops, with their endless variety of dolls, rocking-horses, and boats are a never-failing delight to the children.

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WILHELMINA, QUEEN OF THE NETHERLANDS, IN NATIONAL COSTUME.  
From a photograph by C. B. Broerama, Leeuwarden, Holland.

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#### Old Glory.

Comrades, awake! the bugle from its slumbers  
Blows for "Old Glory," the flag of the free,  
High and heroic, in soul-stirring numbers,  
Flag of our fathers, let them ring for thee.

Old recollections

Wake our affections,

Each time we speak of the flag of our birth,  
Hearts beating loudly, the cheeks glowing proudly,  
Honor "Old Glory," the flag of the earth.

Patriots, look back on her far-reaching glory,  
Gaze on the splendor that bursts on your glance,  
Chieftain and heroes, immortal in story,

Press to the battle, like maids to the dance.

Blood flows before them,

Billows roll o'er them,

On to the ocean they press with their steel,  
Champions who saved the country that bore them  
Are left to bleed for her union and weal,

Pride of America! symbol of freedom,  
You stood like a rock when the storm winds broke,  
Howling around you, nor did you heed them;  
Freely you floated; as freely you spoke.

Birds in their motion,

Waves of the ocean,

Poorly can rival proud liberty's choice;  
Yet all obey, with a willing devotion,  
Laws of freedom made by the people's voice.

Flag of the prairie, the wood, and the mountain,  
Blest with the wealth of the field and the mine,  
Thy sons and daughters drink of freedom's fountain,  
But eternal vigilance must be thine.

Oceans protect thee!

Freedom surround thee!

Flourish, "Old Glory," thy stars be unfurled,  
Free as the breakers and breezes around thee,  
Pride of thy children, the flag of the world.

—Carrie Harrison, in "Woman's Voice."

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Billows roll o'er them,  
On to the ocean they press with their steel,  
Champions who saved the country that bore them  
Are left to bleed for her union and weal,

Pride of America! symbol of freedom,  
You stood like a rock when the storm winds broke,  
Howling around you, nor did you heed them;  
Freely you floated; as freely you spoke.  
Birds in their motion,  
Waves of the ocean,  
Poorly can rival proud liberty's choice;  
Yet all obey, with a willing devotion,  
Laws of freedom made by the people's voice.

Flag of the prairie, the wood, and the mountain,  
Blest with the wealth of the field and the mine,  
Thy sons and daughters drink of freedom's fountain,  
But eternal vigilance must be thine.

Oceans protect thee!  
Freedom surround thee!  
Flourish, "Old Glory," thy stars be unfurled,  
Free as the breakers and breezes around thee,  
Pride of thy children, the flag of the world.

—Carrie Harrison, in "Woman's Voice."

## Primary Number Work.

By Grace Arlene Kail, Ills.

In teaching primary arithmetic two results are sought: first a knowledge of number as number and the simpler relations of number; second, facility in the mechanical processes, in the use of numbers. The first result is secured through the action of the senses and the imagination and is the condition of the second result, which is realized in the intelligent, accurate, and ready application, of number knowledge in practical affairs.

The first lessons in number must necessarily be very simple, the object being to teach the children to know, count, read, and write, simple numbers.

Number has no meaning for children except as it has some vital connection with objects; therefore, the first exercises should be connected with objects such as are familiar to the children; these the children should handle as they stand about the number table. A variety of objects should be used, to prevent monotony in the work, and also the child's associating number with any particular object. All combinations should be illustrated with objects until the relations are clearly seen, and the results are thoroughly fixed in the memory; but when objective illustration ceases to be an aid to the understanding, it should be discontinued. The mental processes, involved are perception, conception, abstraction, and finally the memorizing of the results discovered.

### ACQUIRING KNOWLEDGE OF NUMBER.

The first question which confronts us is, "Where to begin?" The answer is exactly the same in reference to this as it is in any other subject. "Begin with the known." Upon entering school, children usually know one, two, and three, as applied to objects and perhaps more. The careful teacher will, however, take nothing for granted, but will begin work where the children are found to have positive knowledge, constantly keeping in mind the importance of a firm foundation.

The order of steps should be as follows:

1. Illustrate the required combinations by means of counters, such as blocks, splints, etc., in the hands of the children themselves and in the teacher's hands.

2. Express the same combinations on the blackboard or slate with marks.

3. Take the same combinations mentally with abstract numbers.

4. Practical problems in applied numbers.

There is a great deal implied in the knowledge of a given number. Let us see what the child must be able to do before he can truly be said to know a number:

1. To recognize it as a whole and to recognize and be able to make its symbol.

2. To measure it by known measures—numbers previously learned.

3. To compare it with other numbers learned and be able to state the result of this comparison.

4. To combine all possible numbers to make it.

5. To separate it into all possible parts.

6. To apply knowledge gained in preceding steps, in many practical examples.

### APPLICATION OF KNOWLEDGE AND DRILL.

If, during the year, the teacher has made haste slowly, she can but feel gratified with the results of her work. Drawing from the kindergarten the thought of well directed play as a source of education, her pupils find the last month at school one of delightful instruction; for, with the teacher's aid, they act as store keepers and become experts in buying, selling, and making change; they become farmers and plant hills of corn and potatoes, they examine the early flowers and count the petals of the buttercup and leaflets of the clover; they learn to lay accurately the geometric figures in splints, together with various figures in outline; they divide paper circles which represent pies, cakes, etc., into halves, thirds, and fourths; they learn to take halves or quarters from the whole, or quarters from halves, etc.; in fact fractional parts of wholes are added and subtracted as tangible things, as real

to them as apples, cookies, etc. As the child advances along this line, passing from the "known to the related unknown," he may be trained to recognize such arrangements from the numeral frame, or abstractly.

All teachers, especially in the lower grades, recognize the necessity of drill, to fix the facts in number. Our aim should be to present this review in a new and attractive way, remembering that, in proportion as we increase interest, we diminish repetition—and every teacher knows that repetition without attention accomplishes little. De Garmo says: "One of the chief objects in method is to secure the attention of the pupil until he has mastered the difficult point."

"Novelty of device is worthy of consideration, for what is new claims the attention of children."

### DEVICES FOR STIMULATING INTEREST.

I find that the children in the lower grades enjoy pantomime, or silent number work. This is done as follows: The children stand with crayon in their hand, at the board ready for work. I place the numeral frame, or objects of any kind, where all can see, and indicate by motions alone what I wish them to do. For instance, I wish them to write  $7+5=12$ . I place seven objects together in a line, and, after leaving a short space, put five more in the same line, then push them all together. At a given signal the children turn and write their interpretation of it.

This exercise can be carried into all the four processes of number and may be made exceedingly interesting if the teacher carries it on with "snap." The exercise should not be continued so long as to lose its novelty or dull the sharp observation necessary on the part of the children to grasp the teacher's meaning and make it a success. Remember it is all pantomime; not a word need be spoken from the beginning to the close of the exercise.

Another device which I find aids very much in securing the attention of the class, and drill in the different combinations, is as follows:

Draw two circles on the board with colored crayon, writing the figures in white. Place within the smaller circle any number, with the sign indicating the operation you wish performed. The teacher points to the center, then to any of the numbers written about the circumference of the wheel, the class, working mentally, giving results. Let all work be done with quiet attention and rapidity.

A class "race" once a day in rapid calculation is a good thing. This should not occupy more than ten or fifteen minutes.

Or, a periodical exercise in building varied problems upon its solution.

A given model, as the time permits, accompanying each with

These are only a few of the various means which the ingenious teacher may use to arouse interest, prevent monotony, and at the same time, give a very helpful drill or review.

### INSIST UPON CAREFUL WORK.

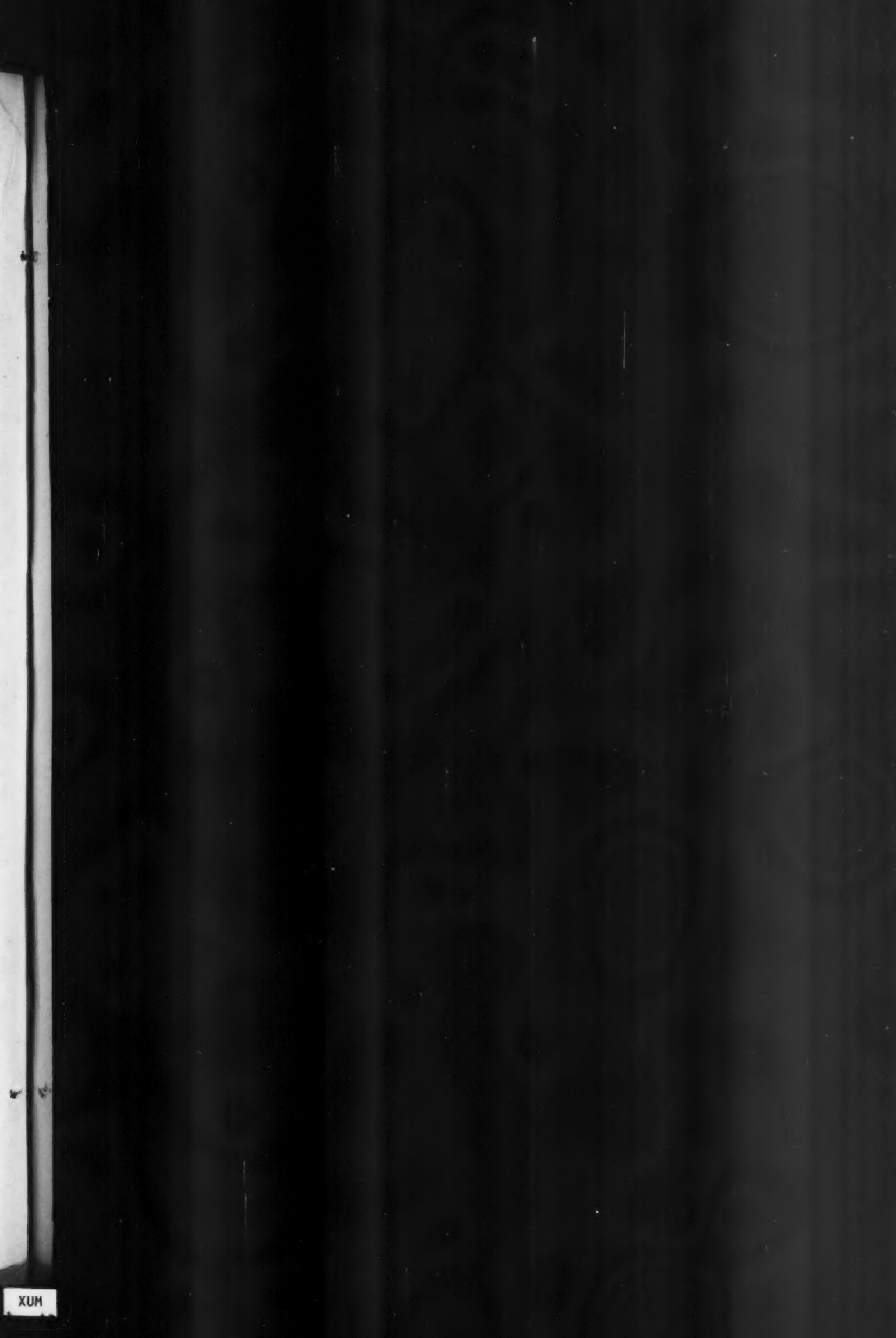
There is a cry going up from the educational world at present for better figures. How can this be brought about? Probably one of the most effectual means is for the teacher to hold a high ideal before her pupils and never let them lose sight of it, nor tempt them to carelessness by accepting inferior work. If children are sure that the teacher cares how the figures look, as well as whether the answer is correct, and that the one will as certainly be spoken of as the other, careful, neat, work will be done. Constant attention to form is the only chance of reforming the present state of school-room hieroglyphics. This should be done with the first knowledge of figures, but much can be done in any year, by one who tries faithfully.

If each teacher, from the primary to the high school, will attach more importance to figure making, I am sure that in the near future hieroglyphics will disappear and business men will be proud of the work done in their account books by our pupils.

Progress follows accuracy. Time and patience are required, necessarily, to accomplish our aims, but accuracy brings its own reward.

Each pupil should be able to make a clear statement of his work in problems, and be given frequent opportunities to explain before his class.

"Teach, drill, test"—we can find no better watchwords for work in arithmetic.







# Greater New York Supplement

## THE SCHOOL JOURNAL.

### New York City Notes.

#### Report of Board of Education Meeting held September 15.

It will cost in round numbers \$6,873,450 to run the public schools of New York city next year. That is the estimate of the board of education made at its meeting Wednesday afternoon, Sept. 15. The figures are an increase of \$942,210 over the cost of running the schools in 1897. Some of the principal items of expense for next year are: Salaries of teachers and supervisors of special branches, \$4,564,155, an increase of \$599,395; salaries of teachers and janitors in the evening schools, \$195,500; salaries of the board of superintendents, \$72,500; support of the nautical school, \$31,810; supplies for all schools—maps, books, and stationery, \$508,691; rents of school premises, \$26,707; fuel, \$137,323; gas, \$50,000; free lectures to workmen, \$60,200; libraries, \$12,438; taking the biennial school census, \$35,000.

#### NEW PRINCIPALS APPOINTED.

The board made a large number of appointments. The most important was that of Dr. John P. Conroy, to be principal of public school No. 39, on probation for two years, and the following appointments of principals by transfer: Thomas J. Meighan to be principal of P. S. 154, St. Ann's avenue and 147th and 148th streets; Wallace F. Lyons, to be principal of P. S. 155, Tremont avenue and Popham place; and John T. McGuire, to be principal of P. S. 91 at Highbridge.

The superintendents withdrew the name of Mr. John W. Davis for principal of the Bedford Park school, where he is now acting principal, though first assistant. This action was taken, it is understood, owing to a misunderstanding of Mr. Davis' position on the principal's eligible list, Mr. Joseph S. Taylor is now first on that list, and must, according to the rules, be the next principal to be appointed. Davis is second on the list; but Taylor is a teacher of girls, and cannot be appointed principal of a mixed school like that at Bedford Park. So Davis must wait till a place can be found for Taylor at the head of a girls' school before he can lawfully become principal at Bedford Park.

#### \$35,000. FOR TAKING THE SCHOOL CENSUS.

State superintendent of public instruction, Charles R. Skinner, still thinks New York city policemen ought not to take the city's biennial school census, and has written another letter to the board, urging that a force of experts, under the supervision of the board of education, be employed to take the census. His recommendation was adopted by the board, and a motion that \$32,000, in addition to the \$3,000 already appropriated, be asked of the board of estimate and apportionment was adopted by the board.

#### MORE MONEY FOR NEW SCHOOLS.

The board voted to appropriate \$233,000 for a new school building on the south side of 89th street, near Amsterdam avenue, as previously recommended by the finance committee. It also voted \$81,500 for another new school building at Morris Heights. The reports of the committee on sites recommending the appropriation of \$53,738.45 for lots between 168th and 169th streets and Audobon avenue; and \$115,394.80 for twelve lots between Madison and Fifth avenues, 103d and 104th streets; and \$99,846.60 for a site between First and Second avenues and 104th and 105th streets, were also adopted by the board.

#### MANY TEACHERS APPOINTED.

The board confirmed the nominations of Emanuel Wahl to be third assistant in the boys' high school, at a salary of \$1,500, and of Frances A. Beckwith to be a teacher of history in the girls' high school, at a salary of \$1,200. Katharine D. Blake was appointed principal of the evening high school for women in place of Emma S. Landrine, resigned. Millicent Baum and Georgiana Mendum were appointed teachers of

English in the same school, Agnes Boldt, teacher of phonography, Richard S. MacCaffery, teacher of physics and applied mathematics, and Abram Fischlowitz, teacher of freehand drawing. In the Harlem evening high school Charles Herzog was appointed teacher of German, Burtis C. Magee, teacher of algebra, geometry, and trigonometry, and Emanuel Wahl, teacher of German.

The following special manual training teachers were appointed for the day schools at an annual salary of \$1,000 each: Abbie Park Reed, Julia C. Cremins, Julia E. Barnard, Margaret Miller, Henry Talbot, Lillian Bardon, Louisa Pierce, Grace L. Wright, Sallie E. Field, Jennie M. MacDonald, Lillian MacClintchey, Edith Linsley.

These special teachers of sewing were appointed at an annual salary of \$800 each: Henrietta Robertson, Edith J. Wheeler, Alice B. Carpenter, Anne E. Logue, Sarah A. Belard, Mary Louise Lee, Nell Comstock Carpenter, Estelle Monheimer, Etta Blair, Magdalene Schluengen Ray Leszynsky, Isabella C. Tyler, Emma Harzenger, Nancy Jinks.

Special teachers of kindergarten and of shop work were appointed as follows: Kindergarten P. S. 116, Harriet I. Aymar; P. S. 75, Frances Montgomery; shop work, P. S. 1, Charles S. Stearnes, in place of James P. Haney, resigned. A large number of regular teachers nominated last week were confirmed.

The following were retired upon pensions: M. Eliza Purdy, P. S. 135; Mrs. Amanda M. Simons, P. S. 54; and Edward Miller, special teacher of drawing.

#### NEW BOOKS ON THE LIBRARY LIST.

A number of important new books were added to the library list, among them being the following of special value as aids in teaching the new manual training course: "Class Book of Color," Maycock; "Light and Shade," Cross; "Practical Color Work," Chace; "Manual Training Made Serviceable in the Class Room," Goetze; "Light and Shade, National Series of Drawing Books," Cross; "Students Text-book of Colors," Rood; "Analysis of Ornament," "Elementary Course in Art Instruction," Prang; "Mechanical Drawing," Rouillon; "Freehand Lettering," Daniels, etc. Others of interest are "Laboratory Practice in Botany," "Elementary Meteorology," and "Elementary Geology."

An anonymous communication to the effect that a saloon is about to be opened within the proscribed limits of a new grammar school on Rivington street, was referred to the board of excise with the request that no licenses be granted within the proscribed limits of schools. A communication from the Patriotic League suggesting that the "school city," as introduced into the vacation schools this summer be added to the regular school curriculum was referred to the committee on instruction.

#### New Schools.

The following new schools were opened Monday, Sept. 13: Public school No. 30, at 224 East Eighty-eighth street, the east half of which has just been completed, the west half having been completed last year. It accommodates 1,200 more pupils than last year.

Public school 154, St. Ann's avenue, 147th and 148th streets, has forty-eight class-rooms and accommodation for 2,880 pupils. It has also a kindergarten, gymnasium, and manual training department.

Public school 155, Tremont and Anthony avenues, has twenty-one class-rooms, with a capacity of 1,260 pupils, and a kindergarten and manual training department.

Public school 31, Bedford Park, opened with seventeen class-rooms, accommodating 1,020 pupils. Later the building will have four class-rooms added.

Public school 105, East Fourth street, has eighteen class-rooms, capacity, 1,080.

Public school 152, Union avenue and 149th street, was ready for the reception of pupils, although the contract time for the completion and furnishing of the building does not expire until Dec. 16, 1897. Old furniture has been placed in position temporarily, in order to accommodate children applying for admission.

A building has been hired in Ninety-sixth street, east of Second avenue, with eleven class-rooms, that accommodate 600 pupils.

Report of Meeting September 8.

At the regular meeting of the board of education held Sept. 8, the finance committee reported that, owing to the extra work caused by the new salary system, the arrangement of the high schools and the establishment of manual training, the budget would not be ready until the next meeting. The cost of running the schools last year, exclusive of the expense of buildings, sites, and furnishings was \$6,040,550.89. Commissioner Little, chairman of the committee, said that from 12 to 15 per cent. more was needed this year, the item of manual training alone calling for nearly \$200,000.

After a number of reports were disposed of, a letter from State Supt. Charles R. Skinner was taken up for consideration. The letter stated that the school census of 1895, which was taken by the police, was full of errors, and, consequently, of no practical value. Supt. Skinner said that he should not sanction this year's census if taken in a similar manner. The next census is to be taken next month, and he suggested that the board hire a competent corps of enumerators to work under the direction of Supt. Jasper. Pres. Hubbell said that \$3,000, a sum sufficient to pay for stationery, etc., had been allowed by the board of estimate and apportionment, but this would not be nearly enough if a corps of enumerators was hired, instead of the work's being done by the police. Commissioner Mack said that without the aid of the uniformed police it would be almost impossible to obtain the information required. The foreign and uneducated classes were suspicious, and would decline to give information to a non-uniformed stranger. It was decided to refer Mr. Skinner's letter to the corporation counsel for an opinion as to how far the state superintendent has power to direct the manner in which the census shall be taken.

It was resolved, on motion of Commissioner McSweeney, to accept the bricks from the Grant tomb sent by Mayor Strong for the schools, to be distributed according to his instructions, one each to every primary, grammar, Roman Catholic, and parochial school in the city.

NO MORE PRIMARY SCHOOLS.

The board, by unanimous vote, approved the report of the committee on instruction and the board of superintendents and consolidated the primary and grammar schools. They are now simply public school No. 1 up to and including public school No. 168. The new system, by doing away with one and sometimes two principals, or heads of departments, and other items of expense, will effect a saving of from \$2,000 to \$7,000 in each instance.

Commissioner Eustis stated that he had been informed that the site of school No. 145, Mount Hope, had been presented for school purposes, while the district was still West Farms, and that when the school should be moved into the new building erected in the district, the title would revert to the heirs of the original owner. It was decided to refer the question to the corporation counsel, continuing the site for school uses until the decision be made.

ASSISTANT SUPERINTENDENT APPOINTED.

Consideration of the appointment of A. W. Edson, recently supervisor of education of the state of Massachusetts as assistant superintendent, in place of Addison B. Poland, resigned, occasioned some discussion.

Commissioner Ketchum said the question should be laid over until all the employees of the New York system had had an opportunity to present themselves for examination for the vacancy. Commissioner McSweeney supported Col. Ketchum's motion to that effect.

Commissioner Eustis explained that only one New York man, John W. Davis, had made an application for the place, and he had been nominated for the principalship of the new Bedford Park school. Mr. Eustis said the principals preferred life positions at from \$3,000 to \$3,500 a year to an assistant superintendency for six years at \$4,000.

Commissioner Ketchum insisted on his motion, and Mr. Davis' name was put in nomination. The vote resulted: Edson, 11, sufficient to appoint; Davis, 3, and blank 2.

It was decided to ask the board of estimate and apportion-

ment for \$17,000 to put the school alarm wires under ground, and to issue bonds for \$115,828 to pay for the side condemned at One Hundred Eleventh and One Hundred Twelfth streets.

On motion of Commissioner Mack, a resolution was adopted, commending the action of Commissioner Collis, of the department of public works, in trying to compel the Metropolitan and Third Avenue Railroad Companies to use the same tracks on Amsterdam avenue. Each company's plans provide for a double set of rails on the avenue, making four tracks in all. The board adopted a further resolution to the effect that it considered the operation of four distinct tracks for electric cars on Amsterdam avenue as fraught with grave danger to the children attending the four school of the department on that avenue.

Commissioners Speyer, Rogers, Anderson, and Montant, who are out of the city, and Commissioner McClay, who is ill, were excused by general consent from attendance at the board meetings during September.

NOMINATIONS BY BOARD OF SUPERINTENDENTS.

Samuel Hoffman nominated for appointment as "additional" teacher from beginning of service to December 31, 1897. Nominated for appointment as regular teachers:

School	Asst	Salary	Name	From	Asst	Salary
2 F D	17th	\$ 573	Henrietta Morris	120	14th	\$510
5 F D	16th	573	Hedwig P. Bein	86 P D	16th	522
9 F D	12th	573	Leola C. Freidenberg	94 M D	7th	675
11 P D	4th	720	Annie McDonough	35 (Pr)	3d	672
19 M D	4th	653	Florence C. Illensworth	47 (Gr)	10th	615
21 G D	5th	756	Jennie M. Schoonmaker	35 "	7th	726
25 M D	8th	675	Pauline Carey	Former Teacher		
27 M D	10th	633	Alice Conrad	136	9th	594
37 F D	19th	573	Minnie E. Murphy	93 P D	13th	522
46 F D	1st	1,056	Julia A. Birdseye	33 P D	2d	960
48 (Gr.)	3d	573	Eleanor Dunn	47 (Gr)	3d	673
51 M D	16th	633	Norma Romann	43 P D	23d	510
64 G D	19th	603	Louise F. Kern	60 G D	20 h	603
55 (Gr.)	8th	726	Jennie D. Williams	35 (Gr)	8th	726
61 G D	2d	1,656	Lyman Hoysradt	63 G D	2d	1,476
63 (Gr.)	2d	1,476	Peter B. Havanagh	67 (Gr)	2d	1,332
65 (Pr)	2d	774	Minnie C. Buehler	61 P D	4th	720
67 (Gr)	2d	1,332	John Roberts	59 M D	4th	1,260
75 M D	13th	633	Adele Roeder	2 F D	14th	615
76 F D	19th	573	Agnes M. McSweeney	2 F D	15th	573
78 F D	23d	573	Lillian F. Purcell	135	15th	540
"	24th	573	Jennie D. Ewald	142	17th	522
79 M D	5th	1,080	Rafael A. Eate	New (Elig)		

BEDFORD PARK SCHOOL.

1st	1,728	Gustav A. Carls	61 G D	2d	1,656	
2nd	1,332	Henry E. Jenkins	Former Teacher			
1st Gr	1,086	Annie L. Cantrell	35 Gr.	2d	1,020	
2d	900	Sarah Baylis	35 "	3d	933	
3d	903	Elizabeth J. Hofer	47	6th	750	
4th	825	Jessie B. Colburn, (Music)	47	5th	795	
6th	606	Janet Cauldwell	Former Teacher			
8th	603	Hannah M. Berry	60 P D	13th	540	
1st Pr	900	Cate Audoun	47 Pr.	1st	900	
2d	834	Fanny Julien	47 "	3d	750	
4th	720	Mary B. Stout	35	6th	675	
5th	672	Mary E. O'Rourke	65	3d	672	
6th	610	Susan C. Murphy	138	6th	510	
11th "						
85 P D	26th	504	Amelia F. Scardafield	61 P D	17th	504
89 M D	4th	1,260	Carl W. Kinkeldey	79 M D	4th	1,260
91 (Pr)	1st	900	Rachel Barnstone	150	2d	774
150	6th	510	Aimee Heavenrich	34 P D	23d	504
150	2d	774	Florence Bailou	35	2d	774
154	1st	2,016	Abraham K. Van Vleck	35 Gr.	1st	2,016
	2d	1,476	Elijah Jenks, Jr.	35 "	3d	1,476
	3d	1,260	Thornion Earle	35	3d	1,260
	1st Gr	1,086	Kate J. Doepp	47	1st	1,056
	2d	990	Caroline C. Vanderbilt	47	2d	960
	3d	903	Margaretta M. Maybee	35	4th	855
	4th	903	Mary E. McDonald	47	4th	795
	6th	825	Louise W. Wood	47	7th	750
	7th	756	Frances F. de Ligarde	54 G D	9th	756
	8th	696	Teresa U. O'Neill	65	13th	696
	10th	606	Cornelia S. Stitt	47 Gr.	11th	615
	12th	645	Mary M. McCue	12 M D	10th	633
	14th	603	Ida E. Marvin	85 P D	8th	564
	1st Pr	900	Marguerite A. Elger	91 Pr.	1st	900
	2d	834	S. Frances Marsh	47 "	4th	750
	4th	720	Gertrude A. Gregory	35 P R	4th	630
	5th	672	Eliza J. Pendleton	62 P D	8th	630
	9th	594	Elizabeth L. Robinson	85 P D	10th	594
	11th	564	Martha B. Williams	85 P D	13th	564
	13th	540x60	Estelle Maynz (K)	47 Pr. K	5th	540x60
	20th	504	Helen H. Nash.	118 Addl		

The schedule salary for the position of first male assistant, when three male assistants are employed, is \$1,728. Mr. Van Vleck's salary was \$2,016. He is recommended for transfer without loss of salary.

NOMINATED FOR PRINCIPALSHIPS.

The following were nominated for appointments as principals:

John W. Davis, school at Bedford Park, on Mosholu parkway, between Briggs and Bainbridge avenues.

John P. Conroy, M.D., school 39, of which Thomas J. Meighan (nominated for principal of school 154) is now principal.



Mr. Conroy is the first on the present eligible list. He was the first assistant in the male department of school 83, on East 110th street, and is well fitted for the position.

Mr. Davis was nominated for the principalship of the school at Bedford Park, a mixed school, containing both grammar and primary grades, on account of his special fitness. His long and successful experience as the first assistant of a school of exactly the same character, namely, school 66, at Kingsbridge, eminently fits him for the position to which he has been nominated.

Nominated for appointment as principals by transfer:

Thos. J. Meighan, to school 154, at St. Ann's avenue, between 147th street and 148th street.

Wallace F. Lyons, to school 155, at Mount Hope, Anthony avenue, between Tremont avenue and Popham place.

John T. Maguire, to school 91, at Ogden avenue.

Mr. Meighan has been for many years principal of M. D. school 39, in East 125th street, and as such has had extensive experience in the organization and conduct of a large school. This experience was deemed of great importance in the organization of the new school at St. Ann's avenue.

Mr. Lyons has been for years the principal of school 91, at Ogden avenue, and such as is possessed of the experience necessary in the position for which he has been nominated.

Mr. Maguire was principal of school 35, on West Thirteenth street, at the time of closing the same in July, 1897, for high school purposes, and is nominated to the principalship of public school 91, which will be vacant, should Mr. Lyon be transferred.

Nominated for the principalship of junior evening school No. 7: Albert Shiels, of G. S. 18.

#### DECLINATIONS AND RESIGNATIONS.

Lucretia H. Dayton, declined the position as special teacher of manual training.

The following trustees tendered their resignation:

Elizabeth B. Seaman, as a teacher in grammar school No. 55; Joseph Beiderhase, as a teacher in G. S. No. 93; Edward Valois, as teacher of drawing in G. S. Nos. 60, 61, and 62.

#### OPENING OF THE SCHOOLS.

Monday morning, Sept. 13, nearly 700 applied for seats at the boys' high school. Of these, 635 were enrolled, but only 500—all there were places for—were taken. Each was assigned to a section, where he found his teacher and a printed program of exercises. By eleven o'clock the classes were arranged, and six recitations had been finished at the close of the session for the day.



A. W. Edson,

Formerly Agent of the Mass. State Board of Education, who has been elected assistant superintendent to succeed A. B. Poland.



John W. Davis,

Who has been elected principal of the Bedford Park School.

Five hundred girls were admitted at the girls' high school, and recitations were in progress by half past ten o'clock. The whole number enrolled was 653, and others of these will be taken as soon as seats are arranged.

As the men are still at work in the mixed high school, regular study will not commence until Sept. 20. Of a total enrollment of 514, there were in attendance 435. They were assigned to the different sections, where they received books and were given work to occupy them through the week. There were 103 who applied for places who were not on the list.

The total number in attendance at the public schools was not nearly so large as had been expected. Out of the estimated number of 225,000 who had applied for enrollment, probably not quite 200,000 were present. There was the usual rush, however in districts where the seating capacity was known to be limited. At school 103, Madison avenue and One Hundred Nineteenth street, 400 were turned away after the 2,600 seats had been taken. Two schools on the lower east side were closed entirely: No. 34 at 108 Broome street, and No. 2 in Henry street. No. 13 on East Houston street opened only half of its rooms. This allows 5,000 children to roam the streets for an extra week because of dilatory contractors who were entrusted with the making of repairs. It is estimated the number of those for whom accommodation cannot be made will be less than 8,000 in all.

#### The New High Schools.

For several years Supt. Jasper has urged the establishment of high schools in New York. The reasons why the school system has been hitherto incomplete have been several. In the first place, the population has increased faster than the school facilities, and the expenditure of so much money has been required for the common schools that the system could not well be extended. But there was also a feeling on the part of some members of the board that a common school education was sufficient for pupils to obtain at the expense of the city. Last year, however, the plans and estimates of the superintendents received due consideration, with the result that the city was authorized by the legislature to appropriate \$10,000,000 for the use of high schools, and suitable buildings for the same.

Temporarily, three of the grammar school buildings have been set apart for the schools. Grammar school No. 47, in East Twelfth street, is the high school for girls, with Dr. John G. Wight, formerly of the girls' high school at Philadelphia, as principal. The boys' high school is in grammar school No. 35, West 13th street, and Dr. John T. Buchanan, of the Kansas City high school, is the principal. The mixed high school is to be in an abandoned school building at 157th street and Third avenue. Dr. E. J. Goodwin, formerly principal of the Newton (Mass.) high school, is to have charge. The repairs necessary to fit the three buildings for high school use: Cost for the girls' high school, \$4,200; furniture, \$1,621; for the boys',

\$7,776; furniture, \$2,300; for the mixed high school, \$21,976; furniture, \$3,509.

#### COURSE OF STUDY.

There may be changes later in the development of the general plan, but at present the pupils will be required to carry six subjects. It will take four years to complete the course.

The first year the students are required to study English, history, algebra, and physiology, and in addition two of the subjects, Latin, French, German, Spanish, or biology. The second year will consist of four required and two elective subjects. The third year there will be three required, and three elective subjects, and in the fourth year there will be still greater freedom, in allowing four elective studies and two required subjects.

The reason for allowing the electives is to enable the pupils to prepare for the several colleges whose requirements differ. There will be no charge for tuition, and the city furnishes all books. There will be a commercial course, but this will probably be confined to the last year of the course.

The new high schools will open to the students of New York the state scholarships at Cornell university. The state is allowed one free scholarship each year in that institution for each assembly district. A competitive examination is held each June in each county, and the scholarships awarded. The law requires that in order to make a student eligible, he or she must have attended the public schools of the state at least six months during the year preceding the examination. Singularly enough, this has practically barred New York city, and, although at least two hundred students attend Cornell from the city, not more than a dozen have scholarships.

The preparation in the grammar schools has not been sufficient to pass the competitive examination or secure admission to Cornell, while the Normal college and the College of the City of New York and private schools were not considered public schools, and again and again applicants from such schools have been debarred from the examination. New York city is entitled to nearly forty of these scholarships annually, which are worth \$500 each, and as they have not been taken here they have been distributed among the rural counties.

#### THE TEACHERS.

The teachers in the high schools are divided into three grades—first assistants, second assistants, and third assistants. The salary of each principal will be \$5,000. The first assistants will receive \$3,000, the second assistants, \$2,000, and the third assistants, from \$1,200 to \$1,800.

**Boys' High School.**—First assistants: Dr. C. H. J. Douglass, English; C. J. Kayser, German and Latin; Frank Rollins, chemistry. Second assistants: H. H. Bice, Latin and Greek; Frederick Monteser, mathematics; Louis Squires, French; C. P. Vergaoven, French; J. J. Shepperd, history. Third assistants: Oscar W. Anthony, mathematics; H. R. Linville, zoölogy; P. R. Dean, physics; Herman Paul, German; Harold H. Brown, drawing; Miss Elizabeth A. Roche, stenography; Miss E. A. Garrigues, English; Miss Maud Frank, English; Carolyn Grambo, botany; Celeste Cunningham, Latin and Greek.

**Girls' High School.**—First assistants: Archibald I. Hodges, Greek; Robert H. Cornish, physics; Miss Anna Van Vleck, mathematics. Second assistants: Jessie F. Smith, English; Sally H. Delano, Latin; Ida H. Metcalf, mathematics; Elizabeth C. Wood, history; Anna Koch, German; Clara Seidensticker, German. Third assistants: John D. Haney, English; Miss H. M. Sweeney, English; Colia Ford, Latin; Grace A. Bruce, mathematics; Adele M. Woodward, French; Idelle Carpenter, botany; Marie L. Minor, zoölogy; Dr. Frieda E. Lippert, physiology; Josephine Beiderhase, physical training; Anna C. Bleuler, drawing; Mary V. Linden, stenography.

**Mixed School.**—First assistants: E. W. Sampson, physical geography; G. J. Smith, English; Josie A. Davis, Latin. Second assistants: Edward Althaus, German; G. S. Blakely, English; John H. Denbigh, mathematics; M. D. Sohon, chemistry; Miss Abbey B. Bates, history; Elizabeth H. Du Bois, Latin. Third assistants: Charles L. N. Reed, history; Henry R. Pyne, Greek; Irving A. Heikes, mathematics; James E. Peabody, physiology; Marie L. Bevier, botany; Jennie Ackerly, mathematics; Emily Faber, French; Marie L. Lippert, German; Georgiana Mendum, English; Mary C. Freeston, physical training; Dela P. Mussey, drawing; Harriet K. Smith, stenography.

#### Vacation School Plans.

A meeting of the board of superintendents was held Monday, Sept. 13, for considering matters connected with expected vacancies in the teaching force, and to arrange for transfers requested by the teachers. There was considerable discussion of the subject of the vacation schools. During the past summer these schools have been under the management of the "Association for Improving the Condition of the Poor." The plan, as formulated by the superintendents, is to have all the schools open during the vacation months, conducted by the board of education, at the expense of the city, the teachers to be taken from the graduating class of the normal college. This will help in training teachers, while at the same time the children will be kept off the streets for a part of the day during the summer months.

#### The New Course in Manual Training.

Different superintendents have been named in connection with the preparation and erection of the new courses of study in manual training. In order to obtain exact information on this subject, a representative of *The School Journal* interviewed School Commissioner Greenough, who is particularly interested in this feature of school work. The following is her report of the conversation with Mr. Greenough:

It is said that a number of desirable improvements are to be introduced into the new manual. By whom is this manual to be prepared?

By the supervisor of manual training, Dr. Haney.

Did Dr. Haney arrange the details and time schedule which is to accompany the course?

Yes.

In what subjects are the new features to be introduced?

Freehand drawing, color, design, construction work, modeling, sewing, knife work, shop work, and alternative courses.

What is the new feature under construction?

Much of the merely mechanical cutting has been dropped. The child must now, in making its designs or patterns, understand the solid, and its development or pattern, and cannot simply fold the paper, and with a single cut produce something which appears well, but is not the product of comprehending thought. In short, mechanical cutting has been changed so as to correlate with the other studies.

Is much chance for original work to be given in all courses?

Yes; the special object of the supervisor has been to devise work which would permit the child to exercise its own powers constantly—to show its individuality.

How has the shop work been modified?

The practice required was reduced to a minimum quantity, and opportunity was given for the production of many original exercises, illustrating the practical application of the practice work.

There has been a new manual published on shop work, has there not? Who prepared it?

Dr. Haney.

Will the new manual indicate in modeling the great opportunities there are for correlating that work with many other subjects—history, nature study, etc.

Yes; but part of the work will be on modeling from individual models, to give technical skill, and there will be a very great opportunity given to the modeling in other lessons.

The supervisor will, I presume, devise these exercises also and explain them?

Yes; he will have a corps of about twenty teachers to assist him.

The preparation of the details of this course must have been a serious undertaking; were they completed before the schools closed in July?

No; the preparation of manual has occupied the entire time of supervisor during the summer vacation.

How will the course be introduced?

At once. Taking a school where there has been no manual training, work is introduced, beginning in the lowest grades possible.

Will the supervisor direct the work of the special teachers?

He will, it is presumed, also address the class teachers upon the nature of the course, the methods to be employed, etc.

Yes, he will hold conferences, etc., with many of the teachers.

This will materially increase his labors over those of last year?

Decidedly; he will have over five times as many schools to visit, besides other duties of examination and supervision.

This makes, then, the office a very important and responsible one?

Yes; he will have to supervise and direct five different courses—instead of one, as do the other supervisors.

#### Brief Notes of General Interest.

An examination of candidates for special positions as teachers of drawing was held at the College of the City of New York, Sept. 8. There were thirty-two candidates, and the examination lasted the entire day. The successful candidates will receive a salary of \$1,000 on a three years' engagement, with the privilege of renewal. The examination was especially designed to test those competing in the new work in which they will be engaged. An entirely new arrangement of the course has been made, so that by the correlative method, knowledge of one subject will assist in the study of another, thereby economizing the time and strength of both teacher and pupil. The adoption of this system means an increased expenditure in the educational department of \$20,000 a year.

Port Richmond, S. I.—Some of the public school districts of Richmond county are in financial straits, due to the non-collection of the taxes last month, as has been the custom hitherto. Under the law which went into effect in April, it was made the duty of the county treasurer to receive the tax. As yet, no steps have been taken to secure the money. In the Grant street, Tompkinsville district, there is no money at hand to pay current expenses. An almost similar condition exists in the "Quarry Hill," Port Richmond, district.

## School Affairs in Brooklyn.

### Opening of the Schools.

The fall term of all the public schools of Brooklyn opened on Monday. There is no doubt that the overcrowding of the schools is more general than has been the case for many years past. The condition of the classes will certainly be worse than last year, when the average number of pupils to the class in primary grades was fifty-four, most of these being on half time. In 1895, according to Supt. Maxwell's report, the average number of pupils to a teacher in the two lowest grades, the B and A seventh, was 70, a reduction from 77 in 1894. Last year the average rose to 74, and now it is likely to mount again.

The normal rate of increase is about 7,000 a year, and consequently the authorities must provide on an average at least 7,000 new sittings annually. This number needs enlargement, to make up for ground lost through inadequate appropriations in former years, and since for each additional 1,000 sittings provided an expenditure of about \$100,000 is required, almost three-quarters of a million dollars are needed every year to meet the question of increased accommodation alone. As the city grows, this sum is likely to increase year by year, until in the near future it will certainly rise to at least \$1,000,000 annually.

The total number of sittings in all schools in Brooklyn on June 30 last, was 133,093, as compared with 124,994 in June, 1896. This number will be increased within a month, as above stated, by the addition of 3,450 new sittings, which will bring the grand total up to 136,543. The chief trouble in accommodating the school population comes, however, in the distribution of the children. Many schools in the fast growing sections of the city are constantly taxed for room, and are compelled to turn away children, while other schools in the older districts have many vacant seats. Hence the constant demand for more room in certain schools and the ever-renewed complaints. The board of education has done all in its power to accommodate the schools to the flow of population, but limited appropriations have sadly impeded the work of extension, and it has been found, under present conditions, impossible for improvements to keep abreast of the rapid growth.

Prin. Felter, of public school No. 10, corner of Schermerhorn and State streets, has asked for relief in the shape of authority to organize five additional half classes; one in the eighth grammar grade, and four in the seventh primary. Prof.

Felter estimates the number of pupils who have applied at No. 15 as 2,900 in all departments, fully 300 of whom are new. Last year it was found necessary to organize there two new half-day classes. This year's demand for five is an indication of the increasing difficulty of accommodation.

#### THE KINDERGARTEN.

Brooklyn feels deeply interested in her new kindergartens. Mr. Babbott, of the board of education, has long advocated these schools, and it is largely due to his efforts that they were finally decided upon. During the summer, the rooms where they are held were artistically decorated, and the start was made under fairly favorable conditions. The many paraphernalia of a kindergarten in the way of balls, clay, worsteds, etc., had not arrived on Monday, but with the rush of children in the various schools, nearly every one accompanied by a fond mamma, and in the excitement of deciding which ones could remain, and which ones must go home for lack of room, there was little time for anything except recording names and addresses. The material has all arrived now, however, and each room is to be provided with a piano very soon.

Thirteen public kindergartens were opened in Brooklyn Sept. 13. The supervisor is Miss Fannie Belle Curtis, formerly director of kindergarten work in the State normal school at New Britain, Conn. The following is a list of the schools in which the kindergartens are established, with the directors and assistants in the same: No. 7, Miss Amalie Feibel, director, Miss Grace L. Seeley, helper; No. 22, Miss Mary J. Lloyd, director, Miss Helen C. Kibbe, helper; No. 29, Miss Florence A. Wood, director, Miss Victoria D. Pecham, helper; No. 36, Miss Emma McDougal, director, Miss Anna M. Conley, helper; No. 37, Miss Frances P. Holder, director; No. 43, Miss Lillian A. Hatch, director, Miss Mae G. Macnamara, helper; No. 65, Miss Emma F. Hascy, director; No. 72, Miss Mary W. Wright, director; No. 77, Miss Florence M. Griffin, director, Miss Elizabeth B. Tower, helper; No. 106, Miss Blanche E. Sayre, director; No. 110, Miss Elsie S. Farr, director; No. 111, Miss Harriet E. Sayre, director; No. 113, Miss Selma E. Soderholm, director.

#### IN THE HIGH SCHOOLS.

The girls' high school opened with a large attendance. Monday's session was spent by the pupils in the work of selecting courses of study. Registration and distribution into classes was the work of Tuesday, in order that by Wednesday the regular routine work of the school-room could begin. It is hoped that the number will remain sufficiently small, so that no pupils will have to be sent to Erasmus hall, for lack of room.



Pratt Institute, Brooklyn.



At the manual training school there was great demand for place, as the capacity of the school will not allow of more than five hundred pupils, while the number of applicants considerably exceeded six hundred. It is hoped, however, that all can be accommodated by crowding the rooms.

The boys' high school and Erasmus hall are well filled. The courses of study in the several high schools have undergone some modifications since they were adopted, a few changes going into effect this fall. As these are sufficient to puzzle the pupils, in order to make their introduction as easy as possible, charts have been distributed, showing just where the changes occur.

#### CHANGES IN PRINCIPALSHIPS.

There have been a number of changes in the principalships during the year, and a considerable number of transfers were announced to-day by Supt. William H. Maxwell. These include the following: Charles A. Dewey is made principal of No. 94 in place of DeLaSalle H. White, who goes to No. 3 in place of Benjamin Y. Conklin, deceased.

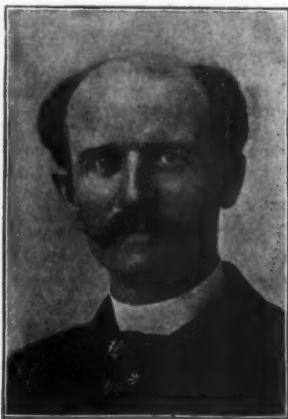
Floyd R. Smith is made principal of intermediate school No. 41, in place of Mary B. Poland, resigned. Homer C. Bristol goes to new school No. 113.

John W. Rafferty, formerly graduating teacher in No. 10, goes to intermediate school No. 6 as principal, in place of Mrs. Charlotte F. Sheville, who becomes principal of grammar school No. 100, at Coney Island, in place of Oscar E. Shaul, resigned.

Arthur C. Perry, Jr., formerly teacher of mathematics in Erasmus hall high school, becomes principal of branch primary school No. 110, in place of Frederick L. Luqueer, who becomes principal of intermediate school No. 22, in place of William L. Sprague, who becomes principal of grammar school No. 34, in place of Frank R. Moore, now collector of internal revenue.

De Forest A. Preston becomes principal of intermediate school No. 103, in place of Frank M. Bogart, who becomes principal of branch primary No. 105.

Miss Whitcomb and Miss Grosvenor, principals of the school for girls at 50 Remsen street, Brooklyn Heights, will have associated with them Miss Isabelle Osborne who has had charge of the primary department for the last five years. Mlle. Boillot and Frau Reusch will have charge respectively of the French and German classes and Miss M. Victorine Page will have the kindergarten.



Edward G. Ward, Assistant-Superintendent of Schools, Brooklyn, N. Y.

#### Pratt Institute Teachers.

Several of the instructors in Pratt institute have spent the summer abroad, Miss Fitts, the director of the kindergarten, and Miss Glidden have been studying in Germany. Mr. George Bartlett, of the high school, travelled extensively through the continent, Miss Conro, director of the domestic science department, who has been studying abroad on a year's leave of absence, returns this fall. She has studied methods of instruction as employed in the manual and industrial training schools of Europe. Mr. C. M. Allen, of the science and technology department has also been abroad for a year of study. A number of the instructors have taken advantage of the long vacation for study in this country and some of them have given lectures in summer schools.

#### Froebel Society.

Brooklyn, N. Y.—The regular monthly sessions of the Froebel Society will be resumed Oct. 4, at the Froebel academy. Mrs. Clara O. Wright will have charge of the program. The subject for the day will be: "What Does the Froebel Society Stand for?" Papers are to be read by Mrs. Charles N. Chadwick, Mrs. J. Frank Tooker, and Mrs. Lawrence Nieland. The summer vacation has been spent in preparation for a bazaar, which it is proposed to hold Nov. 16 and 17, at the Pouch mansion.

## Long Island Notes.

Flushing, L. I.—The public schools opened last Tuesday, with largely increased attendance. The pupils of the colored school will not be able to enjoy their new building before Jan., used as a school. Three new school buildings now in process of erection will be ready for use in a few months; meanwhile, the primary pupils are in the high school building.

Glen Cove, L. I.—Supt. Frank O. Payne is making arrangements for the entertainment of the teachers who will attend the institute here, beginning Oct. 25.

Woodhaven, L. I.—The attendance in the public schools is so large that about thirty children were turned away on Monday. Rooms secured in Americus Hall to accommodate the overflow are crowded and the trustees will soon be compelled to get other rooms.

Flushing, L. I.—The board of education met in the high school building Sept. 11, to organize. E. F. Harris, who was recently re-elected a member of the board, was again made president. A. H. Harris was re-elected clerk and treasurer. Owing to the fact that there has been unavoidable delay in completing the repairs on the high school building, the schools will not be opened until Sept. 20, instead of the 14th, as was intended.

Little Neck, L. I.—George Sime succeeds Miss Anna Brett as principal of the public school. Miss Van Velsor, of Rochester, will have charge of the intermediate classes and Miss Anna Payne of the primary department.

Long Island City.—The list of teachers newly appointed to take the places of those recently dropped, includes the following:

Lucy B. Allen, salary, \$1,000.  
Mary E. Dobbins and Alice E. Cranfield, salary, \$800;  
Anna F. Dobbins, Edith M. White, Madie Tower, Mary Price, Catharine Mullin, Roberta M. Cochrane, Jennie Rainsford, Miss Acker, Hannah O'Leary, Minnie A. Hickey, Livinia P. Wood, Jennie Page, and Mary F. Dealy, salary, \$700.

Margaret V. McCarren, salary, \$600.  
Kate M. Carroll, Belle A. Gauld, Christine E. Carroll, Katharine Milne, Sarah Christie, Mary C. Mahon, and Mary A. Flood, salary, \$500.

Emma Kells, Martha E. Hahn, and Charlotte Shulte, salary, \$450.

Angele R. Reboud, Catharine McKenna, Catharine Kiely, Cecilia M. Rourke, Augusta Carlstrom, Rose A. McGuire, Helen Gusterson, Margaret Duggan, Loretta G. McKenna, Mary E. Doherty, Anna Havlina, Thomas Delaney, Emma A. Rodman, Margaret Parks, and Henrietta Connors, salary, \$350.

It will be remembered that a large number of teachers failed of re-appointment, as there were suspicions that they had relatives or friends opposed to the present political administration.

Whitestone, L. I.—There has been a fight between two political factions in the board of education, which has continued for the last three months. As a result, no provision has been made for the school children who should have begun their work Sept. 14. No teachers have been engaged, the school tax will not be levied, and many needed improvements of the school building have been neglected. The money allowed from the state has been lost for this year, owing to failure to make the required report. The tax-payers are indignant, and State Supt. Skinner will probably be called upon to settle the difficulty.



Supt. Frank Owen Payne, Glen Cove, L. I.

## New Jersey Notes.

Newark, N. J.—The public schools opened Monday, with an increase of 3,500 in the enrollment. Twenty-one permanent kindergarten classes were opened, in charge of Miss Ada Van Stone Harris, of Batavia, N. Y., who was recently appointed superintendent of primary and kindergarten departments. Manual training has been made a part of the grammar school course. Several new class-rooms have been opened, and one new building has been completed, with eighteen class-rooms. Still the schools are overcrowded, and methods must be devised for hastening to completion two other buildings in process of erection. Efforts are also to be made to place the contract for the new \$300,000 high school building.

Jersey City, N. J.—The public schools reopened Sept. 13. Everything was overcrowded; particularly the high school. The total number in attendance is estimated to be about 21,500. This is exclusive of school No. 2, which will not open until Sept. 20, owing to delay in the repairs. The pupils of school No. 1 will be taught in the old city hall until the school building is entirely rebuilt.

South Orange, N. J.—The public schools opened Tuesday with several changes in the teaching force. At the South Orange school Miss Elizabeth F. Renley takes the place of Miss Runyon. Miss E. R. Perkhams, a graduate of Brown university, succeeds Miss Johnson, and Miss Harriet R. Lance, a graduate of Wellesley college, takes the place of Miss Hurlburt, who resigned on account of ill health. Miss Elizabeth Huger, of the Hoboken manual training college, will have charge of the classes in cooking; Charles H. Hoyt, of music, and Miss Lock, of sewing.

In the Maplewood school, Miss Grace Stewart succeeds Miss Margaret Phillips. At the Hilton school, Miss Elvira Howard and Miss Atchison succeed Miss Farron and Miss Osborne.

Newark, N. J.—According to the new system of granting permits in this city, all applications for these have to be submitted to a committee consisting of the president of the board of education, the chairman of the committee on teachers, and the superintendent of schools. Hitherto, if parents wished their children to attend school outside of the district in which they resided, all that was necessary was to see the commissioner and he granted what he considered wise. The object of the new arrangement is to prevent the indiscriminate granting of permits; but there is some apprehension lest the system prove no more successful than the old.

New Brunswick, N. J.—Supt. George G. Ryan, has announced that the attendance at the various schools which have just been reopened for the fall term, is as follows: Primary grades, 1,296; grammar grades, 700; high school grades, 272. There is great need for another primary school in the city, and this matter will have the consideration of the board of education at its next meeting.

Englewood, N. J.—The public schools opened on Monday, Sept. 13, and arrangements have been made to accommodate a much larger number than in the past. The opening of a new primary and kindergarten school in Mackay hall offers educational advantages to the younger children of the first and second wards not heretofore enjoyed. The following teachers have been engaged for the ensuing year: No. 1—Principal, E. S. Richards; assisted by Miss M. B. Moore, Miss May Vandebek, Miss Heath, Miss Remsen, Miss Silliman, Miss Hover, Miss Frank, Miss Smashey, Miss De Treville, Miss Mill, and Miss Duncan. No. 2—Mrs. Mary R. Baker and Miss Eva May. No. 3—Miss Elizabeth Bennett and Miss Lippincott. The new school, No. 4, is under the charge of Miss Ida B. Heal, who has been successfully engaged as a private school kindergarten teacher for a number of years.

Bayonne, N. J.—About two hundred children are prevented from attending public school No. 2, owing to inadequate quarters, although the building was provided several months ago with an annex, costing \$10,000.

When the board of education last winter erected annexes to schools Nos. 1 and 5, and completed No. 3, it was believed that ample provision was made, with the exception of a much-needed high school building. In their present dilemma, the board is anxious to build one more large school-house, to be known as No. 7, plans for which have practically been adopted. All that is needed now is an appropriation by the mayor and council, requested some time ago. The school trustees want upward of \$50,000 for the building.

## Correspondence.

## New Course of Study.

The board of education has issued its revised course of study for the public schools of this city. The eliminations, changes, and additions made in the old curriculum will be approved by all interested in the educational welfare of the city.

The use of the terms "primary" and "grammar schools" has been discontinued. The course of study is to extend over seven years, and includes fourteen successive grades, one-half a year to be spent in each grade.

In the studies prescribed, particularly for the lower grades, a strenuous attempt has been made to have the instruction coincide with the deductions made from recent experiments in child study.

The principle of self-activity is to influence the instruction to a large degree.

Heretofore there has been too little connection between the school-room and the outside world. The relation between the instruction in the class-room and the phenomena which abound in the child's existence has seldom been made clear to him. In the lower grades, particularly, there has been too much time spent in tedious drill on figures and letters; there has been too little attempt to introduce that in which the child revels when he leaves the school-room. It is the object of the new education to introduce a little of this outside world within the school. Nature studies have already been introduced into most of the schools, and this revised course of study gives them decided importance in the schools of New York city.

In the higher, or grammar grades, the memorization of choice poetry and prose has been made compulsory. Some of the ablest teachers have made this a practice with their classes, but the custom has not been general. The pupils of these grades will be required to write compositions; not upon some recondite theme of which they neither know nor care to know anything, but upon episodes in their own life. There is no doubt that the interest of such a topic will have a stimulating effect. The fact that the pupils will be required to write compositions descriptive of the inner life, with the aspirations and ambitions, will, no doubt, by leading the teacher to know the children better, bring about a marked improvement in the character of the teaching.

In the upper grades, copy book writing, instead of being compulsory as heretofore, is rendered optional. This is as it should be discarded. Its use continued after a certain stage of device for teaching him the forms of letters. But as soon as the scholar is able to form the letters accurately, the copy book is discarded. Its use continued after a certain stage of proficiency has been reached tends to deterioration, rather than to improvement in the quality of the hand writing.

Regarding the subject of geography, the only noteworthy change is that the subject is to be begun with a thorough study of geographical conditions. It has been no uncommon occurrence to find graduates of our public schools deplorably deficient in a knowledge of the geography of their native city. Young men and women who could accurately bound the territory of Manchuria, in Asia, could not tell in what direction Blackwell's island is from the Battery.

The correlation of geography and history is to be insisted upon. It is not to be left, as heretofore, to the option of the teacher. There is to be an attempt also at the study of comparative history. While studying the various epochs in American history, the pupil is to make a contemporaneous historical survey of those nations which influenced the events in our own country.

The distribution of the various branches of arithmetic throughout the grades has been considerably altered. It is to be remarked that special emphasis is placed upon the necessity of making clear to the pupil the application of the rules he has learned to problems of industrial and commercial life.

Taken all in all, the new course of study is a vast improvement over the world. The question now remains whether its practical results will be commensurate with its theoretical excellence. The entire history of education is marked by the failure in practice of admirably devised systems of instruction.

These have owed their ill success either to the incapacity of the teacher, to the prejudice of the people, or to the disfavor of the rulers. In this case, however, the teachers enter upon their work with the requisite intelligence and enthusiasm, and the success of the new course of study for the elementary schools of the city is practically assured.

Joseph T. Griffin.



# Directory of Educational Associations.

An effort has been made to give in the following directory the names of all educational associations in the Metropolitan district. Readers knowing of any association omitted in this list are requested to notify the editor giving name, officers, and number of members.

## Teachers' Associations.

New York State Teachers' Association.—Pres., Dr. James Lee, assistant superintendent of school, New York city; secretary, Prin. Schuyler F. Herron, Elizabethtown; treas., Prin. S. McKee Smith, Chatham.

### NEW YORK CITY.

New York City Teachers' Association.—Elijah D. Clark, Pres.; Miss Henrietta Woodman, Cor. Sec.; Henry M. Farrell, Rec. Sec. Meets at City College 3d Tuesdays. 2,500 members.

New York Schoolmasters' Club.—St. Denis Hotel. Org. 1890. 150 members. Thos. S. O'Brien, Pres.; Chas. A. Dorsey, Sec., 81 Adelpia st., Brooklyn.

New York Society of Pedagogy.—Madison av. and 85th st. Org. 1889. 1,200 members. Edward A. Page, Pres.; Miss Hester A. Roberts, Cor. Sec.; John W. Davis, Rec. Sec.; Herman C. Boehme, chairman membership committee.

Teachers' Mutual Life Assurance Association.—Henry C. Litchfield, Pres.; Samuel McC. Crosby, Sec., E. 96th st. cor. Lexington av.

Teachers' Mutual Aid Society.—Dr. John P. Conroy, Pres.; Dr. R. B. Keyser, G. S. No. 3.

Association of Primary Principals.—Miss Josephine E. Rogers, Pres.; Miss S. E. Buckbee, Sec.

The "Emile."—Joseph A. Fripp, Pres.; Emanuel A. Wahl, Rec. Sec.

Association of Female Assistants in Grammar Departments.—Miss Alida S. Williams, Pres.; Miss Mary W. Hatch, Cor. Sec.

Primary Teachers' Association.—Miss Mary A. McGovern, Pres.; Mrs. J. E. Archer, Sec.

Mutual Benefit Association.—Principal Dubois B. Frisbee, G. S. No. 4, Pres.; Abner B. Holley, G. S. No. 46, Rec. Sec.

Association of Female Assistants in Mixed Schools.—Miss Mary E. Thurber, G. S. No. 85, Pres.

Male Teachers' Association.—Edwin E. Daniels, G. S. No. 87, Pres.

Teachers' Building and Loan Association of New York City.—David E. Gaddis, G. S. 54, Pres.; Samuel McC. Crosby, G. S. No. 86, Treas.; A. D. Stratton, G. S. No. 4, Sec. 1,000 members. Shares \$240 each, assets, \$556,450. New Series opens each year in April and October.

Association of Female Principals of Grammar Departments of the City of New York.—Miss Montfort, G. S. No. 57, Pres.

New York University Society for Child Study.—Jas. P. Haney, M. D., Pres.; Miriam Wheeler, Sec.

Alpha Round Table, University Society for Child Study.—Ella Keith, Leader.

Society for the Comparative Study of Pedagogy.—Dr. Samuel Weir, School of Pedagogy, Pres.; Dr. F. Montesor, School of Pedagogy, Secretary.

Teachers' Co-operative Building and Loan Association of the City of New York.—Joseph G. Furey, G. S. No. 40, Pres.; Magnus Gross, G. S. No. 6, Sec.; James M. Kieran, G. S. 81 Treas. Members, 641.

### BROOKLYN.

Brooklyn Principals' Association.—65 members. Calvin Patterson, Pres.; Girls' High School; James J. McCabe, Sec.,

Brooklyn Teacher's Aid Association.—W. M. Jelliffe, Pres. 196 Sixth av.; Jas. Cruikshank, Treas.; Grace C. Wilson, Sec.

Brooklyn Teachers' Association.—2,300 members. Walter B. Gunnison, Pres.; Emma A. Keeler, Sec., P. S. No. 26, Gates av., near Ralph.

Brooklyn Teachers' Life Assurance Association.—1,557 members. Charles E. Tuthill, Pres.; Leonard B. Dunkly, Treas.; Mary B. Hart, Sec., 395 Cumberland st.

Heads of Departments Association.—Miss Susan H. Wilkins, Pres.; Miss Adelaide A. Philips, Treas.; Miss Kate E. Turner, Cor. Sec., 472 Quincy st.

Association of Normal Graduates.—John H. Harris, 472 Sixth Street, Brooklyn, N. Y., Sec.

### NEW JERSEY.

Schoolmasters' League of New Jersey.—George H. Linsley Jersey City, Pres.; Edwin Shepard, Newark, Vice-Pres.

### JERSEY CITY.

The Teachers' Club.—Miss Lydia K. Ennis, Pres.

The Male Principals' Association. Geo. H. Linsley, Pres.

The Primary Teachers' Association.

Jersey City Teachers' Association for Principals and Teachers. 302 members. Chas. S. Haskell, Pres. The Life Assurance Department has 305 members. This is managed on the assessment plan.

### NEWARK, N. J.

Principals' Association.—Edwin Shepard, Pres.; Clarence M. Giffin, Sec. Membership 40 Meets once each month, the 4th Wednesday.

This association is very much alive. The meetings are well attended. Though the membership is not large this association is an educational power in Newark.

Vice-Principals' Association.—Miss Jane E. Allen, Pres.; Miss Eunice McLeod, Sec. Membership 23. Meets once each month.

Teachers' Guild.—Miss Sara A. Fawcett, Pres.; Miss Jessie K. Doremus, Sec. Meets once each month. Membership about 500.

## Other Educational Associations.

### NEW YORK CITY.

New York Trade School.—1st av., 68th and 69th sts. Org. 1881. 507 students. R. Fulton Cutting, Pres.; H. V. Brill, Man.

Progressive Club.—229 E. 19th st. Org. 1884. 90 members. Object, classes for self improvement. Mrs. Henry Marquand, Pres.; Miss K. Walsh, Sec., 229 E. 19th st.

New York Kindergarten Association.—105 E. 22d st. Hamilton W. Mabie, Pres.; Daniel S. Remsen, Sec.

Neighborhood Guild.—26 Delancy st. Org. 1887. 2,000 members. Object same as University Settlement Society.

Henry J. Rode, Sec.

New York Genealogical and Biographical Society.—226 W. 58th st. Org. 1869. 360 members. James Grant Wilson, Pres.; Thos. G. Evans Sec.; Richard H. Greene, Librarian.

New York Society for Prevention of Cruelty to Children.—297 4th av. Elbridge T. Gerry, Pres.; E. Fellows Jenkins, Sec.

New York Zoological Society.—214 Broadway. Andrew H. Green, Pres.; Madison Grant, Sec.

Society for the Prevention of Crime.—205 E. 22d st. Chas. H. Parkhurst, Pres.; Thaddeus D. Kenneson, Sec.

Society for Psychical Research (New York Section)—Org. 1890. J. H. Hyslop, Vice-Pres. and Sec., Columbia College, N. Y.

University Settlement Society.—26 Delancy st. Org. 1892. 500 members. Object, to bring men and women of education into close relations with the laboring classes for their mutual benefit. Seth Low, Pres.; Lester W. Clark, Sec.

University and School Extension.—Jas. W. Alexander, Pres.; M. J. Elgas, Sec., 121 W. 87th st.; Geo. Foster Peabody, Treas.

Children's Aid Society.—D. Willis James, Pres.; Charles E. Whitehead, Vice-Pres.; Charles Loring Brace, Sec., 105 East 22nd st.

American Kindergarten Society.—o Fifth av. Miss Emily M. Coe, Pres.; Miss Emily D. Elton, Sec.

Associate Alumni of the College of the City of New York.—John Weldon, Jr., Secretary, 133 Lexington av.

Associate Alumnae of the Normal College of the City of New York.—Park av. and 68th st. Org. 1871. 1,575 members. Dr. Mary Augusta Requa, Pres.; Blanche H. Arnold, Sec.

City College Club.—133 Lexington av. Organized 1890. 200 members. Alex. P. Ketcham, Pres.; James C. Byrne, 133 Lexington av.

Educational Alliance.—197 E. Broadway. Isidor Strauss, Pres.; F. Speigelberg, Sec.

College Settlement.—95 Rivington st. Org. 1889. Mrs. C. B. Spaler, Pres.; Mrs. S. T. Johnson, Sec., 80 Park st., Montclair, N. J.

Girls' Club and Industrial Home.—208 E. 14th st., A. W. Dennett, Pres.; S. E. Furey, Sec.

American Geographical Society.—11 West 29th st.

Art Students' League.—215 West 57th st., Bryson Burroughs, Pres. Board of Control; Ethel Jarvis Wheeler, Cor. Sec.

Association for the Improved Instruction of Deaf Mutes.—91 Lexington av.

Cooper Union, for the Advancement of Science and Art.—8th st., and 4th av.

Natural Science Association.—114 5th av.

New York Academy of Science.—41 East 49th st.

New York Historical Society.—170 2nd av.

Scientific Alliance of New York.—41 East 49th st.

Society for Ethical Culture.—669 Madison av.

Society for Instruction in First Aid to the Injured.—105 East 22nd st.

Society for the Reformation of Juvenile Delinquents.—Randall's Island.

New York Association of Sewing Schools.—Mrs. Richard Irvin, Pres.; Miss H. S. Sackett, Sec.

### BROOKLYN.

Froebel Society.—110 members. Mrs. Sadie W. Taylor, 316 Clifton place, Pres.; Mrs. C. Williams, Sec.; Mrs. H. Estelle Hartich, Treas. Object, the advancement of educational interests, self culture, and to promote civic patriotism. Meets 1st Monday, Oct. to May, at Froebel Academy, 688-690 Lafayette Ave.

Alumnae Association, Brooklyn Training School For Teachers. Organized 1893. 200 members. Katharine J. King, Pres.; Jessie Coddington, Sec., 745 Hancock st.

Pratt Institute. Neighborhood Association.—Org. 1895. Melville A. Marsh, Pres.; Miss R. Stevens, Sec. Pratt Institute.







## The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING SEPTEMBER 18, 1897.

How far should teachers pay attention to the conduct of their pupils out of school? Legally, they may be relieved of all responsibility. But educators who are really interested in the development of the characters of their pupils, will not let their knowledge of this fact lull their conscience to sleep. They will, at least, consider the walk to and from school as part of their care. Any disorders committed on the way may thus be brought under the discipline of the school. For the same reasons teachers will be careful of their own conduct after school hours and avoid whatever might tend to diminish the respect which they expect their pupils to pay them.

In Iowa the authority of the teacher extends to all acts of pupils whose effect reaches into the school-room and in any way injures the school. Any act of pupils subversive of the authority of the teacher or detrimental to the best interests of the school may be forbidden. This is comprehensive and far-reaching, but is sound in principle, and the courts and many others sustain such views. Were it not so, the authority of the teacher and the welfare of the school might become subject to ill-will and malice arising from acts taking place in the school-room. The attempt might be made to "get even" with the teacher by things done outside of school, the direct effects of which would tend to destroy the authority of the teacher. Against all such irresponsible acts the law raises its shield.

The best guarantee for success in teaching is the personality of the educator. Virtue can be taught only by virtue. A great deal may be done by means of methods and devices, but example accomplishes infinitely more. Whatever you want your pupils to be, you yourself ought to be. This is particularly important in the teaching of morals and manners. Grow better and your schools will grow better.

The series of "Educational Creeds" which began in *The School Journal* a year ago, will be concluded in the present volume. Among the articles that may be looked for are the "creeds" of Professor W. Rein, of the University of Jena; Professor Paulsen, of the University of Berlin; Professor Nicholas Murray Butler, of Columbia university; Hamilton W. Mabie, Edward Everett Hale, and the editor of *The School Journal*.

*The Journal* offers three prizes for the best blackboard designs for Christmas, New Year, Washington's birthday, and Arbor day. Twenty dollars will be paid for the most suitable and most attractive set of designs, ten dollars for the second-best set, and five dollars for the two prettiest designs for Christmas and New Year. The right is reserved to publish, in addition to the designs receiving prizes, others which are particularly good. One dollar will be paid for every design thus selected.

Competitors must be subscribers to *The Journal*. The designs for Christmas and New Year must reach the editor on or before November 1, 1897, those for Washington's birthday, on or before January 1, 1898. Those for Arbor day, on or before January 15, 1898.

Elaborate designs cannot be used. Competitors must bear in mind that but few teachers are skilful draughtsmen. Moreover, teachers cannot afford to spend much time on blackboard decoration. The designs most highly valued are those which combine attractiveness, appropriateness, and simplicity. Blackboard borders and suggestions of pretty holiday decorations are also welcome.

Among the new features planned for the present volume is a series of letters giving the views of the supervised concerning their superior officers. The first six letters will have reference to the supervisory powers of Chicago and a sample of the manner in which the subject is to be handled was furnished in the number for June 5, under the title, "Superintendents and Supervisors as Seen by the Supervised." An effort will be made to secure similar letters from Boston, Philadelphia, New York, Brooklyn, Washington, St. Louis, and a number of other large cities. The writers will be selected from among regular teachers in the schools. These have excellent opportunities for studying the faults and peculiarities of those by whom they are supervised, and as they are women, their keenness of observation will take in many details that escape the masculine eye. Every superintendent and supervisory officer will no doubt take just as much interest in these letters as the teachers in the localities from which they are sent. The letters may serve as mirrors to many and they will certainly provide instructive fun for all who are actively or ambitiously interested in supervisory work.

### Wanted—A Goal.

Wanted—an end and aim, a clear distinct goal for education! For this there is a magnificent reward! In every other profession there is a definite aim. The doctor has sickness to cure. The minister has souls to save. What is the end and aim of education? The aim upon which the practice of to-day is based is knowledge. Witness the examination, the course of study, the public opinion that demands that the child shall go through the book.—Col. F. W. Parker.

### If I Knew.

If I knew the box where the smiles were kept,  
No matter how large the key,  
Or strong the bolt, I would try so hard,  
'Twould open, I know, for me.  
Then over the land and sea, broadcast,  
I'd scatter the smiles to play,  
That the children's faces might hold them fast  
For many and many a day.

If I knew a box that was large enough  
To hold all the frowns I meet,  
I would like to gather them, every one,  
From nursery, school, and street,  
Then folding and holding I'd pack them in,  
And turning the monster key,  
I'd hire a giant to drop the box  
Into the depths of the sea.  
—"American Jewess."



## Editorial Letter.

### The Home of the Washingtons.

I have visited the home of the Washingtons; it is in Sulgrave, Northamptonshire. The nearest railway station is Banbury, in Oxfordshire (twenty-three miles from Oxford), where the "Banbury Cross," immortalized in nursery rhyme, has been re-erected recently, so that it can be said to really exist.

The name Washington was derived from a village now called Wharleton, but which in Saxon times was called Wessington; it is mentioned in a Saxon charter, granted by King Edgar to Thornby Abbey in 973. In 1122 a man named Bondo made a deed of land, and he, to describe himself, says, "I, Bondo de Wassington"; a descriptive term, that in after years became Washington.

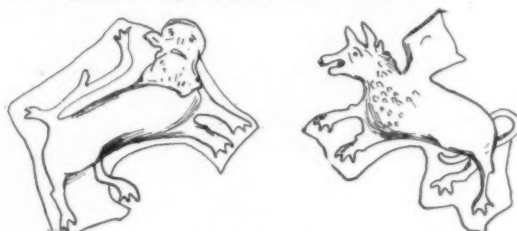
The fourth son of this Bondo was Walter. His son, Robert, had a son Robert; he, a son Robert, he, a son Robert, he, a son John, who removed to Wharton, where was the family house afterward. This John had a son John, he, a son John, he, a son Robert, he, a son John, a descendant of a brother of this John, named Lawrence, became mayor of Northampton in 1532, and again in 1545. To him Henry Eighth gave lands in Sulgrave, which had belonged to a priory. (It will be remembered that this king dispossessed the religious establishments and took their property.) On this land Mayor Lawrence Washington built the manor house referred to.



The Original Front of the Washington Manor House, Sulgrave, England.

This house is the oldest building now standing, once occupied by the Washington family. It is in a quiet neighborhood, where the farm houses are quaint and antiquated; it is itself a very plain house, and is evidently part of a larger structure. The farm connected with it contains 213 acres, and is without a tenant, for a rent of \$1,000 is asked, and this is double what the land would produce. Mayor Washington lived and died here. His grandson, Lawrence sold the manor house and removed to Brington. His son Lawrence had a son Leonard. His fifth son, John (known as "Colonel John"), born in 1627, emigrated with his brother Lawrence to America in 1659. During the voyage, Elizabeth Richardson, who is now believed to have been merely an enthusiastic Quakeress, was accused of witchcraft, and was hung by the crew. John Washington was incensed at the transaction, and preferred charges against the owner, but neglected to prosecute them, so we may conclude that nothing resulted. John and Lawrence it appears must have been persons of some wealth, for they purchased extensive lands between the Potomac and Rappahannock rivers in Virginia. They settled at Bridges' creek, and John married Anne Pope for his second wife, and had two sons, Lawrence and John, and two daughters; he died in January 1697. His son Lawrence had two sons, John and Augustine; the latter was born in 1694, and his residence was nearly opposite Fredericksburg, on the Rappahannock. His first wife was Jane Butler, and there were four children; for his second wife, he married Mary Ball, March 6, 1731; there were six children more, the eldest being George, born February 22, 1732. His birthplace was near Bridges' creek, Va. Augustine Washington purchased the estate known as Mount Vernon; at his death it went to his eldest son, Lawrence, by the first marriage; to George he gave the house and lands on the Rappahannock river. George Washington married January 6, 1759, Martha, the widow of Col. Daniel Parke Custis, daughter of John Dan-dridge, adopting her child, John Parke Custis.

Let us now return to this old Washington manor house in Sulgrave. It was sold, with the lands, in 1600, so that the property was in possession of the Washington family only about seventy years. This branch of the family went to Brington. In the parish church there is a monument displaying the family arms. The Washington family here had a coat of arms; it is to be seen in a window of a room now used as a buttery; also on two shields in the triangular spaces between the arch of the outer door and the square head over it. Over three and one-half centuries have passed since these were cut, but their general shape is plain and unmistakable.



Stone-carved Animals on the Porch of the Sulgrave Manor House.

The house is built of stone, and as it now appears, is probably one-third part of a much larger structure. The entrance is by a once quite fine doorway in the Tudor style, into what now seems to be the rear of the house. The walls were once covered with plaster, which, having fallen off in places, and ivy growing everywhere upon it, a venerable appearance is imparted to the entire aspect.

There is a parish church here with a low, square tower, at the base of which is a door with a triangular porch; the date 1564 is on the wall; on a gray slab in the nave, the Washington arms and a brass figure were engraved; on the brass are the words, "Here lyeth ye bodies of Lawrence Washington, gent, and Anne, his wyf, by whome he had issue IIII sons and VII daughters; wh, Lawrence died the—day of—and Anne deceased the VIth of October Ano Dni. 1564" (It is plain the engraving was done shortly after his wife's death; at his decease no one probably was found to engrave the date; but it is known to have been in February, 1583.

Beside the monument to Washington, there is one to the Hodges family. Moses Hodges is certified to have been an ornament to the church of England.

John left four pounds, to be spent annually, to give bread, and eighteen pence "every soul's" day to twelve poor families; to such only as attended divine service; and this is duly attended to yet. He left the same amount to carry on a school for ten children, probably erecting a building himself. The building is there in a sadly ruinous state; there is the mother's desk and a long desk for the ten children, but it looks as though neither master nor pupils had entered the room for fifty years.

It is generally thought that the Washington coat-of-arms as seen in the Sulgrave manor house furnished the idea for our national banner.



Present Front of the Washington Manor House, Sulgrave, England.

It is possible that Washington had in his possession some painting representing the coat-of-arms of his British ancestors. Martin F. Tupper, the poet, in his centennial drama, makes Franklin say:

"I proposed it to the Congress. It was their leader's old crusading blazon, Washington's coat, his own heraldic shield. And on the spur when we must choose a flag, symboling independent unity, we, and not the (all was unknown to him), took

up his coat-of-arms, and multiplied and magnified it every way to this, our glorious national banner."

It is not difficult for an American to believe that the three stars and three stripes in the spandrels in the doorway of this old building suggested the form for our American flag, but just how it came about, it must be admitted, is involved in obscurity.

Above the doorway is a window; midway between these is what appears to be another coat-of-arms; above the window is another; both figures are mutilated; in each is an animal, probably a griffin and a lion, holding a flag. The window to the right of the door once contained the Washington arms in stained glass. The glass was taken out for preservation.

It appears, then, that the great-great-grandson of the owner of Sulgrave emigrated to America with his brother John, in 1627. The great grandson of John was George Washington, the father of his country.

A. M. K. and L. L. K.

## The Educational Field.

### President Andrews Stays.

Providence, R. I.—President E. Benjamin Andrews, of Brown university, has withdrawn his resignation. This action was altogether unexpected, as it was generally understood that he had accepted the offer of John Brisben Walker to become president of the new Cosmopolitan university. The following is the letter of Dr. Andrews to the committee:

Brown University, Sept. 14, 1897.

To W. V. Kellen, J. H. Stiness, and R. G. Hazard, committee.

Gentlemen:—The resolution of the corporation of Brown university on the 1st inst., communicated to me by you, has been carefully considered. I take pleasure in assuring you that the action referred to entirely does away with the scruple which led to my resignation. At the date, however, when you laid the communication before me I had undertaken to perform the coming year certain work which, after learning the judgment of the corporation on the subject, I came to regard as incompatible with the duties of my presidency. I therefore felt obliged at first to adhere to my resignation, but being now free to give to the university my undivided service, I have withdrawn my resignation, and have notified the secretary of the corporation to that effect. I am, gentlemen, yours, with sincerest esteem,

E. BENJ. ANDREWS.

### Ohio Teachers Meet

Cincinnati, Ohio.—Eight hundred teachers attended the thirty first annual normal institute, which was held here recently. Over two hundred were from the country schools. Among the lecturers were Hon. N. C. Schaeffer, superintendent of public instruction, of Pennsylvania, and Dr. A. E. Winship, of Boston.

### Room for Married Women.

Miss Frances Willard has contributed to the "Critic" some comments of a college-bred newspaper man on the employment of married women as teachers. He thinks that in the girls' colleges and the higher schools there is a failure to consider the ideal of wifehood and motherhood, and this can be done best by married teachers. He says:

"Of course, I am not issuing a diatribe against unmarried women as teachers, for they find a noble aim there; but I am questioning the effect of the overwhelming proportion in women's colleges."

### More English.

St. Paul, Minn.—High School Inspector George B. Aiton, in his annual reports, states that the Minnesota high schools show substantial progress. During the past year there have been ninety-nine schools, with an enrollment of 11,218. Prof. Aiton makes the following criticism of the high school system:

"Observation throughout the schools and an inspection of several thousand state examination papers lead me to the foregoing conclusion, that we need to organize a vigorous campaign in all departments of English.

"I believe that in proportion to time and effort spent, students get more of permanent value out of literature than from any other subject.

"One of the most serious fallacies of the educational age has been that from the intermediate grades onward English could and would be cared for incidentally. This incidental theory has persisted year after year, when, before our very eyes, for want of a grip on thought, for want of an ability to read understandingly, classes blunder ineffectually for hours over a bit of work that ought to be mastered in ten minutes."

### Education and Crime.

Statistics from some of the Southern states show that there is more crime in sections where education is compulsory than where no school attendance is required. The statistics go even farther and claim that the prison population in the illiterate districts in the South is only one-fifth as large as that of the North. This might give food for serious thought if the idea of justice were the same in both localities. But until this is proven, the figures are

of no value. The consensus of opinion is that education lessens crime. The more highly the moralsense is educated the less one desires to sin against his fellow. And although the schools do not do all for moral education that could be wished, they exercise a tremendous force along this line. There is a close connection between compulsory education and decrease of crime.

### Morals and Manners.

The Denver "Republican," in an editorial on the opening of the city schools, makes some pertinent comments upon the need for instruction in the "minor morals and manners." This need is by no means peculiar to Denver, but is universal in the schools of the country. The instruction received in the home is not to be depended upon. In many homes none is given, either because the parents are absorbed in providing food and shelter for their children, or because they see no lack in their manners or morals.

The teacher, who is supposed to be a well-bred man or woman, must supply this lack in home training. Much good may result from example, but good breeding should be taught also by precept. This may be done by frequent talks on the points of behavior which are most neglected, and by stories which illustrate unselfishness, respect for the aged, regard for the rights of others, etc. "Manners maketh man," and in this as in other things, "the child is father to the man." The breeding of the men and women of the next generation is largely in the hands of the teachers of to-day.

### Chicago Institutes.

Chicago, Ill.—The teachers' institutes which opened Aug. 30 were distributed by Supt. Albert G. Lane as follows:

First division, under Assistant Superintendent Alfred Kirk, Franklin school, Goethe, near Wells street.

Second division, under Assistant Superintendent Speer, Ellen Mitchell school, North Oakley avenue and Ohio street.

Third and fourth divisions, under Superintendent Lane, West Division high school, Ogden avenue and Congress street.

Fifth and sixth divisions, under Assistant Superintendents Lewis and Hannan, normal school, Sixty-eighth street and Stewart avenue.

Seventh division, under Assistant Superintendent Ella F. Young, Forrestville school, Forty-fifth street and St. Lawrence avenue.

The list of instructors and lecturers includes Dr. Nicholas Murray Butler, of Columbia university; Dr. John M. Coulter and Professor William D. McClintock, of the University of Chicago; Charles McMurry, of the Illinois normal school; Colin A. Scott, of the Chicago normal school; Clara M. Newbecker, of the Forrestville school; Frank E. Sanford, of La Grange; Elizabeth Nash, of Evanston; William M. Giffin, of the Chicago normal school; William P. Beeching, of La Grange, and Charles W. Farr, of the Cook county schools.

### An Icelandic College.

Park River, N. D.—The determination has been made by the Icelanders of Minnesota, North Dakota, and Manitoba to found a college.

The town of Crystal has offered \$2,000 and six acres of land for the sake of having the college located there. Park River has offered a sum of money twice as large with ten acres of land; Winnipeg would also like it, but the question of location will not be definitely settled for several months.

### Nominee for State Superintendent of Iowa.

The nominee of the Republican convention for state superintendent of schools is Richard C. Barret, of Osage. Mr. Barret was born at Waverly, Oct. 1, 1868. He began his study in the district school later attending Decorah institute. He was made instructor there, leaving the position to accept a principalship in Mitchell county. Here he was made superintendent of schools, and such was the ability shown in the work that in 1885 and again in 1887 both political parties agreed to his nomination. He was chosen president of the Iowa State Teachers' Association in 1891, and he presided at the meeting held in Des Moines, in 1892. Mr. Barret has been a leader in the educational affairs of the state for several years, and is well known as a conductor of teachers' institutes.

### Educational Articles in Reviews and Magazines.

#### September "Cosmopolitan."

Modern College Education—Two New Educational Ideals. By Elisha Benjamin Andrews.

#### August "Popular Science Monthly."

Number Systems. By Prof. Edwin S. Crawley.

Anthropology a University Study. By Prof. John S. Flagg.

#### August "Nineteenth Century."

School Children as Wage-Earners. By Mrs. Hogg.

#### September "New England Magazine."

Popular Education in Rural New England. William Cranston Lawton.

## The Hawaiian Summer School.

The second annual summer school of the Hawaiian islands opened July 7, and closed July 27. The president of our republic, Mr. Dole, attended the exercises, and Mr. H. E. Cooper, minister of public instruction, welcomed the teachers by an address, in which he showed the deep interest which the government takes in both teacher and pupil. He said that the department aimed to eliminate all favoritism by paying the teachers according to their qualifications, time of service, and the kind of school taught.

The summer school was held at Honolulu in the high school building. There were 200 teachers in attendance, a larger number than last year, in spite of the fact that there are only 290 employed by the government, and that many of these go to the United States during the vacation. The teachers manifested a deep and growing interest in their professional advancement. It seems to me that the teachers of the islands manifest more interest in their work than those in similar positions in the United States, for the reason that they have less to distract their attention, fewer amusements, more reading, and more time for thought in regard to their vocation.

The school was divided into two sections. The first took work in the English branches and the fundamental principles of pedagogy. The second section was devoted to the professional side of education. The teachers, with the approval of the director, chose their work, and were expected to carry it through the course. The daily program of the first section included arithmetic, grammar, geography, nature study, course of study, general, and pedagogy; that of the second included general pedagogy, nature study, course of study, kindergarten songs, algebra, and geometry. In addition to the above, Dr. Brown gave an advanced course of lectures in pedagogy to those teaching during his regular lectures, and to a few others.

Inspector-General Townsend was the director of the school and discussed the "New Course of Study." Our course varies from those in the United States because our conditions are so different. We are emphatically cosmopolitan, the majority of the schools having pupils of from four to eight different nationalities, speaking as many languages. Simplicity of matter and manner of presentation, along with logical continuity of successive years work, were points dwelt upon by the director.

The pedagogical department was conducted by Dr. E. E. Brown, professor of pedagogy in the University of California. It is needless to say that his work was on practical lines and was appreciated by all. Prof. Meade, of the University of Chicago, gave an excellent lecture upon the "Educational Value of Play."

Prof. Dumas, of the normal school, had charge of methods in number. Prin. T. H. Gibson conducted the class in nature studies, which is classed under the head of geography. Prof. Wood, of the science department of the Honolulu high school, instructed a class in how to perform easy experiments to explain the common phenomena of nature. Deputy-Inspector J. F. Scott had classes in grammar and geography. Other local teachers helped with the work.

Sociability was not neglected. On the evening of July 9 a reception was given in the high school building for Dr. Brown. Later on a lawn social was given for the teachers by Mesdames Jordan and Dillingham, two members of the board of education. Captain Cotton, of the cruiser Philadelphia, extended an invitation to the teachers to inspect his vessels.

It will not be diverging too much from the subject to speak of matters not strictly a part of the summer school, but coming in connection with it. The National Teachers' Association had three sessions, when questions of vital importance to the teachers were discussed. There were two courses of reading adopted for the coming year, viz.: McMurry's "General Method" and his "Special Method in Literature," and Kellogg's "School Management" and *Educational Foundations*. Miss J. Deyo, principal of the Hilo Union school, was elected president, and T. H. Gibson, recently appointed deputy-inspector, was elected secretary for the ensuing year.

Prin. C. E. Rosecrans, of Lahainaluna seminary, with the patronage of the government and the support of the teachers, is publishing a child's paper called "Hawaii's Young People." Our children are so limited in their experiences and vocabulary

that this step is necessary, if they are to have any literature at all. We feel proud of the publication, and think that it fills a want that few, if any, periodicals could supply.

Steps were also taken to establish traveling libraries. These will be used in the more advanced schools, and the number will be increased as fast as the ability to use English will warrant their introduction.

Examinations for teachers' certificates were held July 28-30. One hundred and twenty-four candidates presented themselves, of whom nineteen passed for first, thirty for second, and twenty-seven for third class certificates.

The government has established an advanced, three-years' course in pedagogical work, at the successful completion of which each teacher receives a diploma. Inspector-General Townsend is the promotor and director of the movement.

A geographical society was started, whose object is the study of nature. Lava, seeds, soils, etc., are to be collected and exchanged, so that each school will have a cabinet of its own. Mr. H. S. Townsend was elected president and Mr. Edgar Wood, secretary of the organization.

The teaching force is looking forward with pleasant anticipation to the summer school of 1898, when it is expected that Col. Francis W. Parker will be the presiding genius.

H. H. Brodie.

## Brief Notes of General Interest.

Poughkeepsie, N. Y.—The engagement is announced of Prof. Marcella I. O'Grady, of Vassar college, to the distinguished German, Prof. Bovary, of Wurzburg. Miss O'Grady is a graduate of the Massachusetts Institute of Technology, and she obtained her post-graduate degree at Bryn Mawr. She came to Vassar eight years ago, and has had charge of the department of biology. Last year she went to Europe, on leave of absence to study under Prof. Bovary, where the German professor fell in love with her and was accepted. Miss O'Grady has resigned her position, and her department is conducted for the time being by the assistant, Miss Dean.

New Orleans, La.—Rev. Jacob Ueber, the principal of the Ueber school, died Sept. 5, at the age of seventy-five years. He was a native of Hesse-Darmstadt, and came to this country in 1840. The school, which was started in an engine room, has played an important part in the history of the city, many men prominent in church and state affairs being graduates. Many pupils who attended were unable to pay their tuition, and there were no restrictions as to creed. Mr. Ueber aimed to broaden the minds of his pupils by teaching them to love all that is beautiful in the world. His term of service was so long that he has taught children of three generations. A brother has been associated with him, and thousands of people have been helped by the life-work of these two simple-minded Germans.

The sum of \$30,000 has been left by Mrs. S. Maretta Thrall, of Middletown, N. Y., for the erection of a public library building, the ground to be furnished by the community.

Bloomfield, N. J.—The board of education has decided to purchase a tract of land on Montgomery avenue, upon which to erect a primary school building. Land is also to be purchased for the enlargement of the Berkeley primary school.

Winona, Minn.—Pres. Irwin Shepard, of the Winona state normal school, has received official notice from the secretary of war that he has been given the "Medal of Honor." This was established by Congress for distinguished gallantry in action and is the highest honor that a soldier can receive. Pres. Shepard receives the medal for bravery in the war when a corporal on the color guard connected with the Seventeenth Michigan infantry.

Utica, N. Y.—The examination for state teachers certificates began Aug. 23, and continued through the week. The subjects for examination were algebra, arithmetic, American history, geography, grammar, orthography, penmanship, physiology, and hygiene, astronomy (or Latin, French, or German), bookkeeping, botany, chemistry, civil government, composition and rhetoric, drawing, general history, general literature, geology, methods and school economy, philosophy of education, plane geometry, physics, school law and zoölogy. The number of candidates here is larger than ever before. In 1895 there were thirty-four, last year thirty-six, and this forty.



## The Forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which THE SCHOOL JOURNAL cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

### Grading and Promotion in Kansas City.

My attention has just been called to a letter in *The Journal*, in which G. T. Johnson, of the Kansas City high school makes a weak attempt to give the impression that, before reading my article in the "Atlantic Monthly," he or others, had similar ideas on grading. I regret that he forgot to refer to his earlier articles on the subject.

He claims that, "For twenty years in Kansas City all the freedom," of which I speak, "has been enjoyed by the principals and teachers of the ward schools," and then unwittingly proves that such has not been the case and shows his ignorance of the plans he attempts to compare and of the fundamental principles underlying a proper plan of grading.

After the leading papers of the country had spoken so kindly of my attempt to work out a more flexible plan of grading, it was fully expected that some would be appointed to try to turn to their own schools credit which belonged elsewhere. While this is natural, I regret that this letter should have come from Kansas City, for there are a few who still believe that that city has a satisfactory plan of grading; and it may be that there are some who think that, when Kansas City borrowed the plan which Dr. Harris gave to St. Louis, it was not robbed of its flexibility.

Can it be that Kansas City has a satisfactory plan and that it is unexampled selfishness or unlooked for modesty that has led to their having their official reports show a different state of affairs? Interviews of those who have lived in that city, and the annual reports of the board of education lead to the conviction that their plan is not only unsatisfactory but also unpedagogical. Is it possible, that, for twenty years, they have been able to hide this plan, not only from the people of the city, but also from the ever-watchful "Kansas City Star"? Yet that paper, on June 13, 1897, devoted a column of its valuable space to an explanation of the plan I advocated in the "Atlantic Monthly," in order that it might give our friends in that city information which they seemed to need badly. It looks as if the freedom, of which they speak, had not been enjoyed at any time during the past twenty years; and surely they should not take it to heart so when their own papers remind them of the fact.

A pupil's promotion in that city is decided by the record he makes in the final examination, which, for a score of reasons, has been condemned by nearly all advanced educators and by common sense. True, they have realized the evils of the promotion examination and have tried to mitigate the evils by having three in place of one. Yet, it is doubtful if even they can discover the wisdom of the man who, having decided to cut off his dog's tail, cut off portions three different times, so that it would not hurt the dog so much. In Elizabeth, teacher and principal make a careful estimate of a pupil's ability to do advanced work and this determines his promotion.

In that city pupils are promoted when the sun has reached a certain altitude and the calendar warns the poor teacher that the time has come for her to show that all are equally bright and are therefore, ready to go forward in companies. In Elizabeth, pupils are promoted at any time when acquired ability shows them to be ready for advanced work, and no teacher is condemned because she can not furnish pupils with the brain-cells necessary to keep up with others.

In that city the course of study is "nailed to the calendar" and, regardless of the great difference in the efficiency of teachers, and the greater difference in the ability of pupils to do the work, all are expected to cover the same amount of work by a given time and teachers know that the number failing will be published, though the innumerable good reasons for the failures will never be told. Surely, this making of the time limit the same for all, is the greatest curse of our schools; and it is time we all knew this and act on our knowledge. Not one teacher in the city of Elizabeth is expected to take her pupils faster than they can do thorough work, and it is easy for the teacher to make the time limit

suit the needs of the pupils in place of trying to make all the pupils fit the same time limit.

In that city there is but little reclassification between the times fixed for a forward movement all along the line. Yet none dare deny that reclassification is the only means of saving the pupils from the acknowledged evils of the iron-clad grading. In Elizabeth there is frequent reclassification, not at times fixed by any individual, but at any time when the need of it is discovered. So much for the "freedom in promotion" which "for twenty years has not been enjoyed by the principals and teachers of the ward schools" in Kansas City. Surely I am right in saying "not," for the records before me show that in that city only forty-eight per cent. of those enrolled in the highest grammar grade were promoted to the high school, while but forty-five per cent. of those enrolled in the next highest grade, reached the grade above. If this is the result of "freedom in promotion," heaven save the children from the freedom.

We are told that in schools "slightly above the medium in size" the classes are "but six weeks apart," while in the largest schools, the classes are but "four or three weeks apart," and as a "result of this" it is possible to promote deserving pupils. I examined the record of what is being done in two of their "largest schools" upon which they base their claims and, though the record is given at the time most favorable to the establishment of the claims, I was surprised to find some classes twenty-four and thirty-six weeks apart; none three or four weeks apart; and ninety-four per cent. of the classes more than six weeks apart. I refuse to guess what would be found in the thirty schools of which no record is published.

It is also claimed that the pupils gain time. The records do seem to show that three per cent. of the pupils in the highest grammar grade have gained time; but do not the same records show that in that grade eighty-eight per cent. had lost from one to seven years? In the next lower grade two and one-half per cent. seem to have gained time; but do not the records show that eighty-seven per cent. have lost from one to six years?

I might easily mention a score of ways in which I believe the plan advocated by me is greatly superior to that really in use in Kansas City and elsewhere, but, at this time, I wish only to answer very briefly the points covered in the letter from that city and to avoid, so far as possible, unnecessary criticism of any plan. If others wish to prove their plans equal or superior to the plan I have suggested, I would ask that they base their claims principally on the results obtained by the plans, that by their fruits they may be judged. I will do the same, and while I will endeavor to prove that the one outlined in the "Atlantic Monthly" is the best, both for pupils and teachers, yet suggested, if any one has a better plan, I want it; I will be glad to have the plan in use in Elizabeth replaced by any plan which will give better results for the long-suffering children and better opportunities to the teachers, who have been doing excellent work in spite of the poor methods provided by us superintendents, who are ever ready to blame all short-comings on "poor teaching" rather than on poorer supervision.

That the best plan may be discovered, will not the editor of *The School Journal* prepare questions to be answered by those who claim to have improved methods of grading and promoting pupils? This would give our friends in Kansas City and elsewhere an opportunity of basing their claims on results.

Elizabeth, N. J.

WILLIAM J. SHEARER.  
Superintendent of Schools.

### Manual Training in Covington, Ky.

Supt. Morris is looking forward to the day when the boys shall have an opportunity for skillful training in the mechanical arts. While it may not be wise to adopt such a course at once, with the crowded condition of the schools, it will be well to make provision for it in the planning of new buildings. Supt. Morris says that there is a false notion prevalent that education unfits a boy or girl for manual labor, whereas true education should make one more adept in the mechanical arts. This false notion is especially prevalent in regard to high schools, and it is found difficult to keep the boys in school long enough to finish the high school course. They drop out to go to work too frequently, giving as a reason that the studies of the high school are not practical. With a properly equipped manual training department the boys may be induced to finish the course useful to them in life. It has been found that boys can spend from one to two hours each day in the shop, and still compete successfully in their classes with other pupils.

The suggestion is made, that teachers may do much to relieve the monotony of the school-room by plant decorations. If pupils are encouraged to bring plants and flowers to ornament the rooms, nature study can begin here, and the rudiments of botany can be taught.

## Topics of the Times.

Surgery has scored another triumph. At Berlin, Herr Relin of Fankfort-on-the-Main, astonished the members of the Surgical Congress by telling them of his treatment of hearts that had been wounded. It has always been thought that all such cases must prove fatal, death being caused either by shock or by the flow of blood into the pericardial cavity. A man was brought into the hospital dying, as every one thought, from a stab in the heart. Herr Relin laid bare the organ, and by means of a suture succeeded in checking the hemorrhage. The patient made a complete recovery, and was produced before the Congress a living witness to the triumphs of the judicious boldness of the professional man.

While honoring Germany's great rival, it is said the Russians have lately taken pains to insult Germany. During Emperor William's visit to St. Petersburg lately, he and his officers were subjected to repeated humiliations. At a festival a Russian band played the "Marseillaise" and the Russians applauded, the Germans also applauding, but with wry faces. A Russian stepped on a German officer's toes, who immediately ran him through with his sword. The German was hurried away to a warship to save him from the fury of the crowd. These are but straws to show the current of the stream; Russia's professions of love for France are evidently sincere.

England has lately lost its leading woman prose writer as well as its leading woman poet. Many on this side of the ocean will regret to hear of the death of Mrs. Margaret Oliphant as much as they did of that of the sweet singer, Jean Ingelow. Mrs. Oliphant was a native of Midlothian, where she was born in 1828. She was one of the most versatile authors of her day, and as a novelist, biographical writer, and historian was a distinct and positive success. She will not rank among the greatest writers, but such volumes as "Chronicles of Carlingford," "The Be-leaguered City," and "The Life of Edward Irving," give her respectable rank. It should be generally known that Mrs. Oliphant was a domestic heroine. At one time during Mr. Oliphant's long illness she wrote a three-volume novel in six weeks, nursing her husband day and night during that time; in this way she earned money to pay the family expenses.

G. V. Trott, a young Chicago electrician, has invented a system of train telegraphy that is to be thoroughly tried on the Pennsylvania railroad. It provides for a pair of insulated rails between the usual traction rails. With these suitable connections make contact on the trolley principle, so that a moving train is in constant connection with the railroad station just ahead. The telegraphing is done from the locomotive cab, or connections may be made with any part of the train, through the bell rope.

The largest farm in the world (1,500,000 acres) is situated in the southwestern part of Louisiana and extends one hundred miles east and west. It was purchased in 1883 by a syndicate of northern capitalists who divided it into ranches every six miles and fenced it at a cost of \$50,000. The land is best adapted for rice, sugar, corn, and cotton. A tract, say half a mile wide, is taken, and an engine is placed on each side. The engines are portable, and operate a cable attached to four ploughs. By this arrangement thirty acres are gone over in a day with the labor of only three men. There is not a single draft horse on the farm, if we except those used by the herders of cattle, of which there are 16,000 head on the place.

Peat or turf can now be turned into coal by means of an electric current, and the product can be sold with profit at ten cents per one hundred pounds, or about \$2 a ton. The art of thus converting it was discovered and perfected in Germany. Peat is nothing more nor less than partly formed coal. It is very moist and spongy, and is really vegetable matter in a half decomposed state. It is found all over the world, and the process of making it grow naturally is actively going on. Two things are required—moisture and moss, such as grows on the edges of stagnant pools. This discovery will doubtless in a great measure solve the fuel question, now being discussed so much on account of the lessening of the coal supply.

In view of the abuse that is being levied by certain American magazines and newspapers against the English people for having spent so much money in celebrating the jubilee of the queen while so many of their fellow subjects in India were starving, it may be as well to call attention to the fact that a fund of nearly \$10,000,000 for the relief of the sufferers by the Indian famine has been raised by popular subscription in the British dominions. Of this sum \$3,000,000 was raised in London alone. The government itself has devoted an immense sum toward the same purpose by means of so-called relief public works, and, in connection with the distribution of food, over four million natives are being supported and maintained without any return by the British administration.

The new transatlantic cable to be laid between Brest and New York will be 3,250 nautical miles long, and the total weight of the

cable with its envelope is estimated at 11,000 tons. Four large ships are to be employed in stretching it across the ocean's bottom.

Moses P. Handy, American commissioner to the Paris exposition, received his commission in Washington recently. Major Handy will ask of the French authorities for 500,000 square feet of space at the exposition, promising to fill it with an exhibit of the highest class. He will return to America in November and establish bureaus in New York and Chicago, where applications for space at the exposition will be received. No appropriation for an exhibit has yet been made by this government, although a bill appropriating \$500,000 for this purpose has already passed the senate and awaits action in the house.

Jay Cooke, whose failure as a banker and broker started the financial panic of 1873, is at the front again as the exploiter of a new scheme. He has secured options on land along the St. Louis river, and will proceed to develop the power in the falls of that stream about ten miles from the cities of Duluth and Superior. The river has dozens of falls, and carries a vast volume of water. It is said that the electric power which can be generated from the falls will not only run all of the mills, manufacturing plants, and street railways of Duluth and Superior, but will also light the two cities at much less than the present cost. When all this is done surplus power will be on hand which can be transmitted to other points. It is proposed to carry this power to St. Paul. The new scheme, experts say, will be worth \$100,000,000 to the city of Duluth.

Casimer Zeglen, the inventor of a bullet-proof cloth, has proven it to be invulnerable beyond a doubt by incasing himself in it at a Chicago hospital, and allowing a man to fire five shots at him at a distance of ten paces. The revolvers used were from 32 to 44 caliber. One of the medical men present, who took Zeglen's place, declared after the experiment that the concussion hurt no more than a slight poke with a cane, though he wore nothing more underneath the cloth than a negligee shirt.

Dr. J. Mount Bleyer, of No. 460 Lexington avenue, N. Y., claims that he can cure the greater number of consumptive cases by means of electrical treatment. His method consists, first, of a physical diagnosis followed by a bacteriological examination. Then the x-rays are used to determine exactly the area of disease on the lungs. When this has been learned, electrolysis follows. This is the dissolving by means of electricity the affected lung tissues or other abnormal substance. In the application of the electrical agent, electrodes are placed, one on the back and the other on the wall of the chest over the diseased portions, and the current turned on, its strength being regulated by the character of the disease. The next step is to impregnate the changed tissues with medicaments by means of electricity. Smaller electrodes are charged with iodine, or some other medicine, which is forced by the current into the tissues and assists nature in rejuvenating the lungs.

A London company has been formed for introducing the new system of wireless telegraphy. The inventor of the new system (the principles involved were discovered some time ago) is a young Italian about twenty years of age by the name of Marconi. He made the discovery almost by accident. He had been studying electrical phenomena three years, when two years ago he found that by putting Herz's radiator to the earth, connecting it with a wire extended vertically in the air, and repeating the process with a modified Bramley receiver, a current could be transmitted about 100 yards without connecting the wires. Then he found that, without increasing the battery power but by simply increasing the height of the vertical wire, the influence of the instrument extended over a distance increasing in geometrical ratio to the increased height of the wire. The most that Marconi has yet done is to telegraph a distance of twelve miles without wires. If his calculations do not miscarry, it seems reasonable to expect that ships may soon be able to signal to each other at sea, in a fog or at night, within a radius of twelve miles at least. One drawback is that anybody within the radius who has the proper kind of receiver can get the message at the same time, so that no privacy can be secured. Whether Marconi can ever send messages across the ocean depends upon the possibility of his securing a high enough vertical wire.

An expert who, under the auspices of the Smithsonian institution in Washington, has been investigating the Indian languages has found that they are gradually disappearing, and in a few years will be extinct. He attempted to preserve them by having the Indians talk into a phonograph, but found that only few of them spoke the pure native language. More than one-half of the Indians on the reservation, and this is the case with all the younger Indians, converse in English. So far as the Indian children are concerned, they use six English words to one Indian word.

The Siberian railroad managers have just announced the schedule of time that will go into effect when the first through train reaches Vladivostok, July 1, 1901. The entire journey from London to Vladivostok of 8,800 miles will take twelve and one-half days.



## City Training Schools Examination.

The following questions were used at the City Training Schools examination, held under the auspices of the New York State Department of Public Instruction, June 9, 10 and 11.

## METHODS IN GEOGRAPHY.

1. Many educators declare that geography is a natural center about which many other subjects should be grouped. Mention five subjects which, most naturally, may be grouped about this subject.
2. Criticise the statement, "No other subject taught in the public schools afford such an opportunity for mental development as geography."
3. Show the importance of teaching continents and oceans from the globe before teaching them from flat maps.
4. What wrong impressions result from the study of maps made upon different scales? How may these errors be avoided?
5. Why is it important to present a map showing only the physical features of a country before one showing, in detail, the political features?
6. Map study often results in giving to small children the impression that rivers flowing northward flow from a lower to a higher elevation. How may this be avoided?
7. Give the steps in the transition from lessons on the globe to lessons on the flat maps of the hemispheres.
8. Compare the educational value in copying a map of a limited area that may be viewed with making one from observation and measurement.
9. How may the proper relations of parts of the earth's surface be preserved when using maps which present only fragments of the earth's surface?
10. Show the educational value of frequently requiring pupils to point toward cities, lakes, mountains, or other geographical points instead of requiring them simply to indicate these points on the map.

## ANSWERS.

1. History, geology, mineralogy botany, language.
2. The statement is an exaggeration.
3. On the globe the bodies of land and water are in their true relations.
4. The child gets wrong ideas of the relative size of geographical divisions. Training in drawing to different scales will remedy this error.
5. Because too many things at a time confuse the child, and hinder the fixing of the important facts.
6. By calling attention to the fact that the map is supposed to lie flat on the desk.
7. An orange peel might be used to show how the surface might be flattened out and the same portions represented on a curved and a flat surface.
8. A map made by observation and actual measurement gives a far better idea of what a map really is.
9. By frequent reference to the globe.
10. The actual position of places relative to the pupil is emphasized and made real.

## NATURE STUDY AND PHYSIOLOGY AND HYGIENE.

1. Educators declare that the natural method by which little children obtain knowledge is not the scientific method. Discuss this declaration as applied to natural study.
2. What is the proper use of text-books in nature study?
3. The suggestion, "Teach natural objects in their season," is often made. Show the special advantage of observing this suggestion.
4. A child is a natural investigator, as shown by the questions he asks. Show how nature study tends to give proper direction to this spirit of investigation.
5. Give an example showing how children, through nature study, may be led to have a love for animals.
6. Compare the merits of models and of the natural organs of animals, as aids in teaching facts concerning the eye, heart, etc.
7. Give some valid objection to the use of the human skeleton in teaching anatomy to little children.
8. Comparisons are often made between the structure and functions of similar organs, e. g., arteries and veins. Show the special advantage of comparisons of this kind in the study of physiology.
9. In teaching concerning the extent and use of the mucous membrane, show whether it is better to proceed from the part to the whole, or from the whole to the part.
10. Describe an experiment which illustrates the exchange of gases through the mucous membrane of the lungs.

## ANSWERS.

1. Children do not observe intently, but flit from one thing to another, as a bee does from flower to flower. The scientific method calls for a closer observation than this; hence the wisdom of having children directed in nature study by wise teachers.
2. To supplement observation, and fix the results in the mind.

3. The objects themselves can be obtained for study.
4. The objects and facts of nature are the proper study of man, and the mind of the child should be turned in that direction.
5. By observing the care of birds for their young, children learn to love birds and avoid harming them.
6. Well-constructed models answer every purpose, and are less repulsive to sensitive pupils.
7. It cultivates an unhealthy condition of the mind on the subject.
8. It gives a fuller knowledge, and it is disciplinary.
9. It is better to go from the whole to the parts. There are general uses of the mucous membrane, and these are modified in different parts of the body.
10. If one kind of gas be put into a bladder and immersed in a vessel containing another gas, both gases will pass through the membrane and commingle.

## METHODS IN MATHEMATICS.

1. Describe some typical drill intended to familiarize pupils with the local, or place, value of figures in a written number.
2. Preparatory to teaching addition of fractions, what fundamental principles of addition must be fixed in the pupil's mind?
3. (a) Give a method of teaching by concrete illustration a unit used in computing area. (b) What false impression is liable to be left with the pupil from such illustration?
4. When should instruction in tests of divisibility begin? Give reason for your answer.
5. What two fundamental facts should be thoroughly taught preparatory to the explanation of finding the greatest common divisor by division?
6. In proceeding from a known to a related unknown, when is it better to have the relation one of form, and when to have it one of content?
7. State the advantage of teaching how to find the roots of perfect powers first by means of factoring.
8. What preliminary drill should be given to prepare pupils for work in determining by inspection the local value of the first digit in any quotient?
9. Describe a concrete illustration of the process of dividing 30 into three parts that shall be in the ratio of 2, 3, and 5.
10. Discuss the relative merits of the following methods of teaching the division of a fraction by a fraction: (a) by analysis; (b) by reducing the fractions to a common denominator; (c) by multiplying by the reciprocal of the divisor.

## ANSWERS.

1. Bundles containing ten splints each may be used in teaching the local value of figures in tens places. Two such bunches would be represented by the figure 2, and each bunch contains ten splints. Hundreds and other orders can be taught in a similar way.
2. That only abstract numbers or numbers representing things of the same kind can be added.
3. (a) A piece of pasteboard a foot square divided into square inches by lines, may be used as a measure of the surface of the table or other things.  
(b) As the pasteboard has some thickness, the pupil may think surface also has that dimension.
4. After the pupil can perform division readily. Because only one difficulty should be presented at a time.
5. That the divisor of two numbers will divide their difference, or any multiple of either.
6. Relations of form are better adapted to an immature mind.
7. It brings out the fact that finding the root of numbers is but a form of factoring them.
8. Drill in determining the limits between which the products of units of different orders must fall.
9. Take an apple and divide it among three pupils so that all the parts shall be equal, and one pupil have two, another three, and the other, five parts. It will be evident that there will be ten pieces in all. If there are thirty apples to be divided in the same way, it will appear that one will get thirty times two pieces, another, thirty times three, and the third, thirty times five pieces.
10. (a) This is the most logical method.  
(b) This the most easily comprehended.  
(c) This follows the principle of going from the number given to unity, and then to the number required.

## HISTORY, CIVICS, AND SCHOOL LAW.

1. Give arguments for and against a property qualification for suffrage.
2. Discuss (a) the benefit and (b) the danger of universal suffrage.
3. Explain how the government of one civil district concerns the government of other civil districts of the same state.
4. Discuss (a) the benefit and (b) the danger of free speech and free press.
5. (a) What is the right of eminent domain? (b) Justify this right.
6. Discuss the statement: "Free education is a political necessity."
7. Justify compulsory school attendance.
8. Discuss the limitations of the statement: "The teacher is in loco parentis."



9. Should a person having no children pay a school tax? Give reasons for your answer.
10. Town supervisors are forbidden by law from holding the office of school trustee. What principle of law is involved?
11. Taking any one of the following chapters of American history, New York under the Dutch, the United States under the Confederation, of the Administration of Andrew Jackson, make a topical outline, with proper regard to the relation of heads and sub-heads, suitable to indicate the scope of a lesson on the subject selected.
12. Divide the history of the United States into periods, from four to eight in number, and state the advantages of employing such a division in teaching the subject.
13. In what particular way does the study of history and biography aid in the proper comprehension of each of the following studies:
  - (a) Civil government, (b) geography, (c) literature?
14. History is said to be a record of the experiences of the past, which should be consulted in deciding the questions of the present. Taking for illustration some particular event of American history, show how a study of the causes and effects of the event may be so used.
15. Discuss the subject of the importance of a knowledge of the contemporaneous history of other countries in the study of American history. Illustrate the points made by special reference to any of the following topics: Scientific and geographical knowledge in Europe toward the close of the 16th century; the Spanish Armada; the English Revolution of 1688; the French Revolution.

## ANSWERS.

1. In favor of such a law, it may be said that it shuts out a mass of thriftless persons who have little interest in economic and stable government. Against it, it may be urged that the right of suffrage belongs not to property, but to manhood and, as all must obey laws, all should have a voice in making them.
2. (a) It educates the people, gives them self-respect, checks tyranny, is just. (b) All men are not qualified to use the right intelligently or wisely. It is apt to give an unstable government, as masses are fickle, and act on impulse.
3. Society is so bound together in interests that what affects one district must affect all.
4. (a) Free speech makes public men careful what they do, disseminates knowledge of public affairs, and makes public sentiment felt.
- (b) Free speech may also spread error and falsehood, undermine public confidence, and injure respect for government.
5. (a) The right of a state to take private property for public uses. (b) The welfare of all is of more account than that of an individual.
6. Intelligence is the basis of a popular government. A free people must be an educated people.
7. The right to tax people to educate the children carries with it the right to compel the children to avail themselves of the education furnished. The safety of the state requires the education of the people.
8. The teacher is in the place of the parent only so far as his work requires him to act in that capacity, and only during school hours.
9. Yes. Because he has all the benefits of good government which education conserves.
10. That no official shall have conflicting duties.
11. Discovery of the Hudson.
- Settlement:
  - (a) At Fort Orange.
  - (b) At New Amsterdam.
 The four Dutch governors:
  - (a) Manners and customs of the times.
  - (b) Peter Stuyvesant's rule.
  - (c) Surrender to the English.
12. Period of discovery.
- Period of settlement.
- Period of trial.
- Period of development.
- It helps to fix the facts in mind, and gives a basis for the discussion of causes.
13. (a) History shows how civil government came to be what it is.
- (b) Events are associated with places.
- (c) Literature is the essence of history, an outgrowth of the conditions of the times.
14. The solution of the silver question depends upon a knowledge of the history of finances during the past hundred years.
15. The decline of the Spanish power in America and the spread of English influence dates from the destruction of the Spanish Armada. England then became mistress of the seas, and her seamen went in every direction on exploring expeditions, and to found colonies. Raleigh, Frobisher, and others planted the British flag along our coasts, and took possession of the country in the name of the queen.

## PSYCHOLOGY AND PRINCIPLES OF EDUCATION.

1. Explain the relation that exists between retention, attention, and interest.

2. Why is it generally desirable that impressions as to the same facts of knowledge gained through eye, ear, and hand should be associated?
3. Distinguish between percept and concept.
4. Define the will.
5. Mention two conditions of the mind that tend to occasion inattention on the part of pupils.
6. Distinguish between inductive and deductive reasoning.
7. Distinguish between perception and apperception.
8. From the standpoint of psychology, what is the object of discipline?
9. (a) Show the importance of the cultivation of perception. (b) Mention some line of study that is especially adapted to the cultivation of perception.
10. Mention two conditions upon which the power to reason correctly depends.

## ANSWERS.

1. Interest leads to attention, and attention is essential to retention.
2. Each impression adds something to the knowledge of an object and aids the memory.
3. A percept is the knowledge of simple things gained immediately through the senses; a concept is a general idea formed by the action of the mind upon percepts.
4. The faculty of the mind by which choice is made.
5. Preoccupation; lack of interest.
6. Inductive reasoning from the particular to the general; deductive reasoning proceeds from the general to the particular.
7. Perception is the act of gaining knowledge by simple sensations alone; apperception is a higher degree of perception involving the association of a perception with others previously gained.
8. The development and training of the mental faculties.
9. (a) Perception gives us the elements of all knowledge, and upon its accuracy and power the extent and quality of knowledge depend. (b) Nature study.
10. Accurate knowledge and freedom from prejudice.

## Little All-Aloney.

Little All-Aloney's feet  
 Pitter-patter in the hall,  
 And his mother runs to meet  
 And kiss her toddling sweet,  
 Ere perchance he fall.  
 He is, oh, so weak and small!  
 Yet what danger shall he fear  
 When his mother hovereth near  
 And he hears her cheering call:  
 "All-Aloney?"

Little All-Aloney's face  
 It is all aglow with glee,  
 As around that romping place  
 At a terrifying pace  
 Lungeth, plungeth he!  
 And that hero seems to be  
 All unconscious of our cheers—  
 Only one dear voice he hears  
 Calling reassuringly:  
 "All-Aloney!"

Though his legs bend with their load,  
 Though his feet they seem so small  
 That you cannot help forebode  
 Some disastrous episode  
 In that noisy hall:  
 Neither threatening bump nor fall  
 Little All-Aloney fears,  
 But with sweet bravado steers  
 Whither comes that cheery call:  
 "All-Aloney!"

Ah, that in the years to come,  
 When he shares of Sorrow's store,  
 When his feet are chill and numb,  
 When his cross is burdensome,  
 And his heart is sore;  
 Would that he could hear once more  
 The gentle voice he used to hear—  
 Divine with mother love and cheer—  
 Calling from yonder spirit shore:  
 "All, all alone!"

—Eugene Field in the "Chicago Record."

Pallid faces indicate pale, thin blood. Rosy cheeks show the pure, rich blood resulting from taking Hood's Sarsaparilla.

## Recreation and Celebrations

### Games Far Rainy Days.

By Bertha E. Bush, Iowa.

To the healthy, happy, active child who will spend every moment in play, the out-of-door recess is a great stimulus. But a large proportion of small pupils do not play. They are too timid, or too shy, or they have that miserable feeling that "the rest do not want me." And so that matchless opportunity for lively, sociable games which may make school "a party every day" is lost, and the favored ones go off in little cliques together while the disconsolate move into the warmest or coolest angle of the school building and apathetically watch the sports of the rest.

To such a school a rainy day with recess indoors is an undisguised blessing and the teacher finds a chance to teach her pupils one of the most important lessons—how to play. Three minutes spent out of doors, or in lively marching with the windows thrown open, and the small scholars settle down into their seats with faces full of delight.

Then the question comes, "What shall we play?" Manifestly the sense of order must not be lost. A school-room is as sacred as a church and boisterous behavior is unseemly in either. Out of doors is the place for shouting and "tearing 'round." The school-room needs quiet games, which still contain enough exercise to refresh the restless little bodies and interest enough to delight the active little minds. Above all, a school-room game should never lag. Slowness is fatal.

The following are ten of the games which, with occasional variations of visiting times, kept one primary school happy through a long cold winter and caused rainy days in the fall and spring to be hailed with delight. They are placed in the order in which the children liked them best. The rule was that no game should be played twice in the same week.

1. Cat-mouse.
2. Hawk and hen.
3. Needle's eye.
4. Green gravel.
5. Drop the handkerchief.
6. Hide the button-hook.
7. Button, button.
8. Color.
9. Introducing to the King
10. Ruth and Jacob.

and Queen.

The first of these, and the most popular, "Cat-mouse," requires two players and a door-keeper. The smaller child is the mouse and hides behind a desk while the cat goes out. Then the cat is called in and chases the mouse around the room until he touches him. If the mouse is not caught at the end of one minute the teacher calls "time" and chooses another cat and mouse. This is a lively game and gives exercise in turn to each member of the school.

"Hawk and Hen" is an impromptu variation of "Cat-mouse" in which the children pretend to fly. School-room "Drop the handkerchief" is on the same plan, each child hiding his head on the desk while the one who is "it" drops the handkerchief behind the chosen one.

In "Hide the button-hook" the children put down their heads and closed their eyes while the button hook was hidden by one of their number, and each in turn hunted for it while the hider counted ten.

The old fashioned game of "Button, button, who's got the button?" and "Color" in which a thimbleful of water was thrown into the face of the one who guessed correctly, were



Fairy Rubber Strings.

For the Blackboard.—By Anna M. Denniston.

The fairies are out in their cobweb clothes,  
All trimmed with spider-web lace;  
The dewdrops sparkle for gems in their hair,  
And the moon has a laughing face.

The fairies are full of pranks and jokes—  
They want some rubbers to snap;  
So they're pulling them out of plantain leaves,  
While the others are taking a nap.

also played in their seats and were great favorites.

"Introducing to the king and queen" is the old joke where the one introduced is given a seat on a coat stretched between their majesties and falls to the floor as they rise. The children never wearied of this and were as anxious to go through it the tenth time as the first.

"Needle's eye," "Green gravel," and "Ruth and Jacob" were played in a ring around the room. They furnished more exercise for all, but could not be more enjoyed than the beloved "Cat-mouse."

These are only a few of the games that might be played quietly in a school-room, chosen for description because one set of pupils liked them better than any others. There is a great field for the teacher in making up new games, especially ring games which call every pupil into action.

When even "Green gravel" which is the poorest doggerel and has the slightest amount of action, can call forth such delighted enthusiasm, it behooves us to try to give our pupils something that will inspire the eager minds at the same time that it refreshes the tired little limbs. There are more lessons in kindness, unselfishness, and consideration for others to be learned at play than in study. Here is a great educational opportunity.

### Old Glory.

Comrades, awake! the bugle from its slumbers  
Blows for "Old Glory," the flag of the free,  
High and heroic, in soul-stirring numbers,  
Flag of our fathers, let them ring for thee.

Old recollections  
Wake our affections,  
Each time we speak of the flag of our birth,  
Hearts beating loudly, the cheeks glowing proudly,  
Honor "Old Glory," the flag of the earth.

Patriots, look back on her far-reaching glory,  
Gaze on the splendor that bursts on your glance,  
Chieftain and heroes, immortal in story,  
Press to the battle, like maids to the dance.

Blood flows before them,  
Billows roll o'er them,  
On to the ocean they press with their steel,  
Champions who saved the country that bore them  
Are left to bleed for her union and weal.

Pride of America! symbol of freedom,  
You stood like a rock when the storm winds broke,  
Howling around you, nor did you heed them;  
Freely you floated, as freely you spoke,

Birds in their motion,  
Waves of the ocean,  
Poorly can rival proud liberty's choice;  
Yet all obey, with a willing devotion,  
Laws of freedom made by the people's voice.

Flag of the prairie, the wood, and the mountain,  
Blest with the wealth of the field and the mine,  
Thy sons and daughters drink of freedom's fountain,  
But eternal vigilance must be thine.

Oceans protect thee!  
Freedom surround thee!  
Flourish, "Old Glory," thy stars be unfurled,  
Free as the breakers and breezes around thee,  
Pride of thy children, the flag of the world.  
—Carrie Harrison in "Woman's Voice."

### The Robin.

In the tall elm tree sat the robin bright,  
Through the rainy April day;  
And he caroled clear with a pure delight,  
In the face of the sky, so gray.  
And the silver rain through the blossoms dropped,  
And fell on the robin's coat;  
And his brave red breast, but he never stopped  
Piping his cheerful note.

For oh, the fields were green and glad,  
And the blissful life that stirred  
In the earth's wide breast was full and warm  
In the heart of the little bird.  
The rain-cloud lifted, the sunset light  
Streamed wide over valley and hill;  
As the plains of heaven, the land grew bright,  
And the warm, south wind was still.

Then loud and clear called the happy bird,  
And rapturously he sang,  
Till wood, and meadow, and riverside  
With jubilant echoes rang.  
But the sun dropped down in the quiet west,  
And he hushed his song at last;  
All nature softly sank to rest,  
And the April day had passed.

—Celia Thaxter.

## Columbus Day.

By Anna M. Clyde, Philadelphia.

A LESSON IN HISTORY FOR FIRST AND SECOND GRADES.

In teaching these lessons it must be remembered that children do a great deal of thinking with their eyes; therefore make the work as objective as possible. Use drawings and pictures freely. The drawn pictures always seem to interest the children no matter how crudely they are done. The children are not critical, and take pride in, and appreciate the teacher's work.



The pictures given have been used successfully, and if hektographed or mimeographed, and given to the children on the "day" being celebrated they will be carefully treasured by many, and the lessons will thus leave a more lasting impression upon their minds.

Other good pictures can be obtained from Barnes' or Montgomery's histories for beginners, or from Elizabeth Eggleston Seelye's Columbus.



HOUSE IN THE VICO DRITTO PONTICELLO, WHERE COLUMBUS WAS BORN

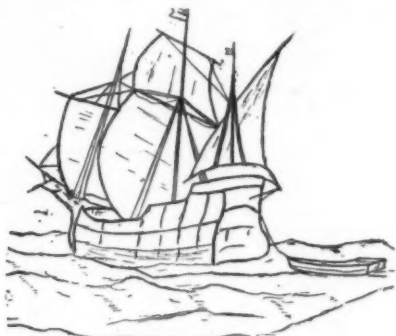
Begin with the story of the boy Columbus. Interest the children in the boy, then follow with them the growth and development of the boy into a persevering, courageous man—a man who rendered to the world the greatest service possible at that time.

Tell the story simply, in language adapted to their comprehension. Talk only as long as the children are interested. Before the attention begins to flag change the lesson.



Then the children will look enthusiastically forward to more about Columbus, another time.

Correlate the lessons with language, reading, penmanship,



The Santa Maria.

and drawing, thus calling for expression by the children of facts given by you.

The vacation days are just over. The children are full of the pleasures of their summer outings, of where they went, of what they saw, and above all, of what they found.

Here then are the links of the past upon which we may clasp this new one. Building upon their own experience, we can lead them from the discovery of the hidden flower, the bird's nest, or the squirrel's hiding place, to the discovery of a great continent from the pond, river, or glimpse of ocean, to the great unknown sea.

### The Talks.

Many, many years ago, this little boy lived in a country far away over the great ocean that Nellie's papa crossed when he came home this summer.

He lived close by the water, and used to sit and watch the boats, as they sailed away to other places.

How he wished he might have a boat of his own, and sail away too. But he was only a little boy then. He had to wait till he grew to be a man before he could own a boat and sail away by himself.

Would you like to know his name? It was Christopher Columbus, a pretty big name for so small a boy.

He was a good boy and tried very hard to learn his lessons at school, and did all he could to please his teacher.

By and by he grew to be a man. Would you like to see how he looked then? (Picture shown.) He did not have much money, so he could not buy a boat for himself, but he learned to be a sailor and many a sail he took over the beautiful blue sea, trying to find places no one had ever seen before.

(Just here it will be necessary to bring in some geography. Do not attempt to explain the conception of the earth as it existed at that time. This is perfectly proper with children farther advanced, but with these babies can only result in greatest confusion in their minds. Remember we must build on their experience.)

"Where do we live, children?" "In Philadelphia." "And John's uncle lives in?" "New York." "And Mary's cousin Fred went where this summer?"

Get the children to name as many places as they can think of that they may get as much of an idea of the extent of our continent as is possible with their scant geographical knowledge.

Now we will take all the children who live in New York, Boston, Philadelphia, etc., and say they all live in America.

If this is difficult for the pupils to comprehend, compare America with the school, the different cities with the different grades. Just as all the children are in the school, no matter what the grade, just so all the children are in America, no matter what the city.

At the time Columbus became a sailor nobody had ever sailed across the ocean over which John sailed when he came here to live. The people had no very big boats then, so everyone was afraid to sail far out on the ocean.

\*Part of Series "Our National Holidays."

Columbus thought if he could only get a boat for himself, he would not be afraid to sail and sail until he found some land he thought was there. But he was very poor, and could not buy the boat.

One day he asked the king (compare with our president) of his country to help him, but he would not do so. He felt very sad, but still he kept on trying to earn money enough to get a boat.

One day he took his little son by the hand, and they went away from his country. They walked and walked, a long distance, and they were both tired and hungry. Columbus begged some bread for his little boy, from a kind old man. Then he told him how he wished to get a boat to sail across the great ocean, and although he had tried very hard he could not get money enough. The old man said "I'm sure my king and queen will help you. Just tell them all about it." But the king and queen were very busy, fighting with other countries, and it was many years before they could help Columbus.

All the time he kept on working trying to get more money.

At last one day the king and queen sent for him, and gave him money enough to buy a boat.

It was a beautiful ship—its name was the Santa Maria which means Holy Mary. See how it sails.

How happy Columbus felt, when one morning (August 3, 1492), he got on his boat and sailed away. Two other boats went with his.

Day after day they sailed along. Still they did not find the new land Columbus was sure was there in the ocean. The sailors who helped sail the boats began to be very much frightened. They were afraid they would never reach the land Columbus was seeking, and perhaps never see their own homes any more. They tried to make Columbus turn and go



CHRISTOPHER COLUMBUS

back, but he would not do it. He still kept on trying to find the land he had started out to find.

At last, after sailing for more than a month, the sailors saw, away off, the land they were watching for. How glad they were! Nearer and nearer they came to it, and, when the big boat could not go any nearer, the men all got in the little boats and rowed ashore. Then they leaped out of the boats, and knelt down and kissed the ground, they were so glad to be off the ocean at last.

It was the 12th day of October, 1492. Soon they saw some queer looking people coming toward them. They had dark

skins and long black hair, and had beads of glass and gold around their necks. Whom do you think these people were?

Indians—of course—and the land Columbus had found was our own beautiful America. It had no name then, but a few years afterward it was named America.

The king and queen were very glad when Columbus went back and told them of the land he had found. Some Indians went with him. Queen Isabella felt very sorry for them, because they were not Christians and had no schools or churches. She said she would send men to teach them about God.

Everybody praised Columbus for being brave enough to cross the ocean, and for finding the new land. Now other people wished to go to this land and see what it was like.



COLUMBUS AS A BOY.

Of the subsequent voyages, and, of the cruel treatment received by Columbus, little or nothing need be said. We are dealing with the "discovery" of America, but our lesson in history will fall far short of its purpose unless we can make some special application to each child's daily life. Wherein can we find material for moral training in the career of Columbus? In his courage, fortitude, and wonderful perseverance. These qualities the children will be quick to deduce and with a little skill we can quietly use the perseverance of the discoverer as an incentive to more persevering effort by the children. It is worth trying to do this, for after all success in our greatest undertakings comes from patient striving with the trifles.

This boy is Columbus,  
He sees the ships.  
"I will get a ship," he says,  
Wait, little boy, till you are a man.

Columbus is a man now,  
He wants a ship,  
Poor man!  
He has no money;  
(Draw coins if the word is too hard.)  
"Give him money, king.  
See the ship,  
It is a big ship.  
Columbus is in it.  
He sails away,  
He will find America.

Writing lessons may be made from these, and for busy work the children can draw the pictures and write the little stories.

## Books.

No more stimulating study could be imagined than that of Carlyle's "Essay on Robert Burns." One learns of Scotland's greatest poet through her greatest prose writer. This famous production makes a small volume of the Eclectic English Classics. The introduction is a biography and critical estimate of both Carlyle and Burns. The notes, which are not numerous, are placed at the foot of the page, where they will do the most good. (American Book Co., New York.)

The great empire off the coast of Asia that was long involved in so much mystery is bound to attract more and more the attention of the world. Its astonishing feat in shaking off medievalism in the short space of one generation and its hardly less wonderful feat in overcoming the army and navy of its great continental neighbor are well known to most people, but there are other important features of its history that have not been so largely dwelt upon. Young Americans should be well acquainted with the history of this giant of the East. R. Van Bergen, M. A., has given the main facts regarding the country, its history and its people in a volume of 294 duodecimo pages, entitled "The Story of Japan." These are presented in the form of entertaining stories. The author makes plain why the Japanese were so anxious to imitate Western ways—they felt that they had been vanquished by foreigners and they wished to acquire power to vanquish those foreigners in turn. The book is illustrated by maps, portraits, and many miscellaneous scenes in the Japanese style of art. (American Book Co., New York. \$1.00.)

Appleton's Home Reading Books are intended to supplement the work done in school; observation and experiment are well enough in their place, but they have their limit; our knowledge obtained at first hand must be increased by knowledge at second hand. The results of others' experience are attractively presented in these little books. In the natural history division we have "In Brook and Bayou; or, Life in Still Waters," by Clara Kern Bayliss. The object of this book is to help the child to begin the study of life at the beginning; that is, with the protozoans and other microscopic animals. Then he will obtain a connected view of life as he advances to the higher forms of animals. The plates have been prepared to represent not merely the organs, but also the actions of these animals so as to render the microscope unnecessary. Any scientist who examines these illustrations will testify to their beauty and accuracy. We are sure we are not mistaken when we say that this little book will make many a youth in love with science. (D. Appleton & Co., New York. 60 cents.)

Leon de Tinseau's "La Lampe de Psyche" is issued in a small paper covered volume that will make profitable as well as pleasurable reading for those who are acquiring a knowledge of the French language. It is a pretty story of Greek mythology told by a master of story telling. (William R. Jenkins, New York.)

In order to appreciate the extent and variety of the intellectual activity of the first third of our century, one should read the little book on "The Age of Wordsworth," by C. H. Hereford, Litt. D., professor of English language and literature in the University College of Wales, Aberystwyth. The author set about the task of assigning each author to his true place, in spite of tradition and moss-grown prejudice. For instance, it has been the habit to write down Byron, notwithstanding that noble bard's many and great excellencies. Prof. Hereford places him among the first poets along with Wordsworth, Shelley, Keats, and Coleridge. Next to these five he ranks Walter Savage Landor as a poet, and he says that Landor is by far the greatest prose writer of that age. His opinion of Scott as a poet is not high; it is as a novelist that he did his most effective work. But we must not suppose that poetry was the only branch of literature that attained high excellence. The number of names he cites in philosophy, economics, theology, history, criticism, fiction, and the drama shows that the English mind was then very prolific, and contributed its full share to the world's thought and progress. A careful reading of this book will be very beneficial to the student of literature. (The Macmillan Co., New York. 90 cents.)

An important part of education consists in directing the reading of the pupil outside of school. The recognition of this fact led to the publication of Appleton's Home Reading Books, edited by Commissioner Wm. T. Harris. These books come under four heads: (1) Natural history; (2) physics; (3) history, biography, and ethnology; (4) literature and fine art, as sculpture, painting architecture, and music. The volume we have on hand, "The Story of the Birds," by James Newton Basket, M. A., associate member of the American Ornithologists' Union, comes in the first class. The object of the author has been to interest, rather than to instruct; to guide the observation of the inexperienced into proper channels; to suggest slightly to the student what to look for among the birds, and what to do with a facts when found. Both the matter and make-up of this little book are of the most attractive character. The illustrations are numerous, showing birds in their accustomed haunts, and their parts, such as claws, wings, beaks, etc. (D. Appleton & Co., New York. 65 cents, net.)

## Literary Notes.

"Bab-ed-Din; the Door of True Religion" is the title of a little book in which Ibrahim G. Kheiralla D. D., sets forth the tenets of an order that he claims is making converts in all civilized lands. It is an exposition of the Oriental speculation of which we have heard so much lately. (Charles H. Ker & Co., Chicago.)

"Forty Steamboats Carried on the Heads of Men" is the suggestive title of an article by Cyrus C. Adams, in "Harper's Round Table." Their destination is the Congo river, whither they are transported, in sections, a distance equal to that from New York to Boston.

Mrs. Cornelius Stevenson, a doctor of science, of the University of Pennsylvania, a member of the American Philosophical Society, and president of the Civic club of Philadelphia, has written a series of articles for "The Century" on Maximilian in Mexico. Mrs. Stevenson happened to be in Mexico all through the period of the French Intervention, and was acquainted with many of the powerful persons of the time. She has given a series of pen pictures of the movements of diplomacy and noted her reminiscences of the prominent figures of the military and court circles, including the ill-fated emperor and empress themselves. The first paper will appear in the November number.

An original and entertaining book comes from the pen of an active newspaper man, Mr. Alfred Henry Lewis, of the New York "Journal." The book is published by F. A. Stokes Co., New York. Mr. Lewis' work is entitled "Wolfville," the name of the Arizona town in which the scenes of his sketches are laid.

"The New Crusade" (Wood-Allen Publishing Co., Ann Arbor, Mich.) for September has a full table of contents. "The Occupations of Children" by Mrs. Frank Malleson, will furnish many practical hints to puzzled mothers. "Children's Quarrels" by Dr. Mary Wood-Allen, is a valuable aid to the understanding of causes of disagreements among children. A double number is promised for October, which is to contain portraits of the National Superintendent and her staff of general secre-

taries, and also that of the world's superintendent, Mrs. Josephine E. Butler. In the October number will be begun a series of articles on "Child-Study"; also a series entitled "Life Manifestations" which will be biological in character.

The New Journalism as a business enterprise is explained in the October "Scribner's" by J. Lincoln Steffens. This will be an inside view of a newspaper as a great factory, with illustrations from actual scenes at the factory in operation. The author points out the probable elevation of the standard of journalism from purely business motives.

"What fools these mortals be!" exclaimed the poet, and the longer we live the more we appreciate the truth of the remark. Wisdom is indeed a rare thing, because there are few philosophers and mankind in general are ruled by sentiment and passion. We sacrifice to our own pride and obstinacy, to a false idea of the virtue of consistency,—to vows rashly taken,—to remorse for vows broken,—to revenge,—to jealousy,—to love, and hate, and fear. How some of these sacrifices are made is shown in the story of English and Indian life entitled "The Sacrifice of Fools," by R. Manifold Craig. Lively dialogues, vivid descriptions, and well constructed plot make it a story that will amuse and interest. (Frederick A. Stokes Co., New York. \$1.00.)

Many on this side of the Atlantic will be interested in the history and principles of

"English Secularism," as set forth by George Jacob Holyoake in a volume lately issued. The question will naturally be asked, what is secularism? It is defined as follows: "Secularism espouses the cause of the world *versus* theology; of the secular and temporal *versus* the sacred and ecclesiastical. Secularism claims that religion ought never to be anything but a private affair; it denies the right of any kind of church to be associated with the public life of a nation, and proposes to supersede the official influence which religious institutions still exercise in both hemispheres." The secularist ceremonies given in the closing chapter contain many beautiful sentiments and truths. (The Open Court Publishing Co., Chicago. 50 cents.)

Anthony Hope, who is soon to arrive in this country on a lecturing tour, is regarded by many as the best after-dinner speaker in London. Harold Frederic, in a recent letter to the "New York Times," said that for elegance and purity of diction there is no speaker there to compare with him. The sale of Mr. Hope's books still continues as large as ever, and no doubt will be increased greatly by his presence here.

## America One Hundred Years Ago.

There was not a public library in the United States.

Almost all the furniture was imported from England.

An old copper mine in Connecticut was used as a prison.

There was only one hat factory, and that made cocked hats.

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